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ABSTRACT

This document provides curriculum materials and a guide for Massachusetts school personnel concerning the issue of sexual harassment in secondary schools. Although the entire document is useful for all school personnel, specific sections are suggested for administrators, guidance counselors, teachers, and students. Section one deals with sexual harassment in Massachusetts high schools; student reports of harassment are included and the effect of harassment on students is discussed. Other sections define sexual harassment, discuss societal norms and sexual harassment, and present legal issues such as the application of Title VII and Title IX to sexual harassment as a form of sex discrimination. A section on organizational and administrative strategies includes a case study about the implementation of a sexual harassment policy in high schools and examines training programs for teachers, counselors, and administrators. Curriculum activities and materials are presented, including 2-day and 5-day curriculum unit outlines. The final section contains an extensive list of resources. Although geographically specific, this material could serve as a guide for other school systems concerned with sexual harassment. (NRB)

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SEXUAL HARASSMENT IN MASSACHUSETTS SCHOOLS

Freada Klein
Nancy Wilber

CG 015860

A CURRICULUM AND GUIDE FOR SCHOOL PERSONNEL

622 NO PERSON SHALL BE EXCLUDED FROM OR DISCRIMINATED AGAINST IN ADMISSION TO A PUBLIC SCHOOL OF ANY TOWN, OR IN OBTAINING THE ADVANTAGES, PRIVILEGES AND COURSES OF STUDY OF SUCH PUBLIC SCHOOL ON ACCOUNT OF RACE, COLOR, SEX, RELIGION, OR NATIONAL ORIGIN. CHAPTER 622 OF THE ACTS OF 1971

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The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

September 1981

Dear Colleague:

Sexual harassment is now recognized as a significant problem in schools as well as in the workplace. For that reason, these curriculum materials on the subject of "Sexual Harassment in Secondary Schools" have been developed with several different audiences in mind. Everyone in the school community is responsible for the prevention of incidents of sexual harassment. Indeed, school officials are legally liable if sexual harassment does occur; decisions from federal courts, interpretations of state and federal statutes, and administrative rulings from the Office of Civil Rights and the Equal Employment Opportunity Commission make this liability clear.

This entire document is useful for everyone in school. Specifically:

- Administrators will find Sections 2, 5, and 6 particularly relevant;
- Guidance Counselors should direct their attention to Sections 3 and 5;
- Classroom Teachers should turn to Section 6; and
- Students should read Sections 1, 5, and 6.

The origins of these curricular materials go back several years, when occurrences of sexual harassment in the schools were brought to the attention of some Department of Education personnel. These people, from the Divisions of Curriculum and Instruction, Occupational Education, and the Bureau of Equal Educational Opportunity, along with personnel from some outside agencies as well as local school district personnel and high school students working in the Student Service Centers and with the Regional Student Advisory Councils have developed over the past several years strategies for intervention in and prevention of sexual harassment.

These curriculum materials have been tested by members of this task force through presentations at statewide conferences, at in-service training sessions for high school faculties, and at workshops with approximately 200 high school students around the state. This curriculum package represents the culmination of these efforts over the

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past 2½ years. Funds awarded from the U.S. Department of Education, Title IV Civil Rights Act (Sex Equity) have allowed the Bureau of Equal Educational Opportunity, Massachusetts Department of Education to hire consultants from the Alliance Against Sexual Coercion for the development of this comprehensive curriculum package.

Although the first steps have now been taken, much remains to be done, and a lot of it depends on YOU. You can help your school...

- conduct surveys;
- develop school-wide policies on the enforcement and prevent of sexual harassment;
- begin support groups for students who are in shops and courses which are non-traditional for their sex, and discuss this topic in that and other similar counseling contexts;
- offer instruction and training to both students and staff on the topic of sexual harassment.

In addition, we can refer you to other resources and personnel:

- Civil Rights Specialists located at each regional center of the Massachusetts Department of Education;
- Educational Equity Unit in the Division of Occupational Education of the Massachusetts Department of Education;
- Bureau of Student, Community, and Adult Services of the Massachusetts Department of Education;
- Alliance Against Sexual Coercion, P.O. Box 1, Cambridge;
- Office of Civil Rights, U.S. Department of Education, 140 Federal Street, Boston;
- Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston;
- Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston.

We look forward to collaboration with you in your efforts to create an environment which promotes educational equity for all students.

Sincerely,

Pam Chamberlain
Pam Chamberlain
Sexual Harassment Task Force Member
Bureau of Student, Community, and
Adult Services

Nan D. Stein
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Sexual Harassment Task Force Member
Civil Rights Specialist
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SECTION 1—SEXUAL HARASSMENT: ITS EXISTENCE AND EFFECTS IN MASSACHUSETTS HIGH SCHOOLS

Joanne, a 16 year old high school junior, is the only female enrolled in Auto Mechanics at her local vocational technical school. Pursuing auto mechanics was Joanne's choice for two reasons--she has always liked tinkering with mechanical things, and it will provide her with sufficient income upon graduation to contribute to her family's support. Shortly after starting classes, Joanne was the brunt of many shop 'practical jokes.' She found condoms and pornographic pictures in her tool box, and she was often pinched when leaning over the hood of the car. Soon it was Joanne's turn to be 'foreman' of the shop for the day. When the teacher left the room, several of the young male students ignored her instructions, stopped work and began discussing sexual exploits in graphic detail. Upon the instructor's return, Joanne was held responsible for the lack of work and the messy shop. She is now considering changing to a training program with more female students.

Incidents such as these are common occurrences to young women in educational programs considered non-traditional for their sex. Although young men can also be victims of sexual harassment, it occurs less frequently, is usually less severe in form, and seems to have less impact on their self-esteem and life choices. Surveys of sexual harassment rates conducted in workplaces and in colleges support these contentions.

Occasionally sexual harassment is reported to guidance counselors, shop teachers, offices within the Massachusetts Department of Education, or to outside women's groups. Most often, however, instances of sexual harassment go unreported. A young woman may misinterpret the behavior as flattery, but often she understands it all too well, and attempts to ignore it, or, as in the case of Joanne, reluctantly transfers into a more traditionally female job training program.

Sexual harassment in educational settings is more than an uncomfortable situation resulting from the trials and tribulations of adolescent sexuality. Rather, it is an experience that interferes with a young woman's access to the education of her choice, and therefore seriously threatens her future occupation.

Sexual Harassment: A Problem for High School Students

Sexual harassment in schools came to the attention of the Department of Education in 1978 through reports of isolated incidents affecting comprehensive school students and young women in vocational school shops non-traditional for their sex. Information from guidance counselors who ran support groups for students in non-traditional shops, soon confirmed that young women in those shops frequently experienced sexual harassment.

In the Spring of 1981, questionnaires were administered to Massachusetts high school students. Preliminary research results revealed the following:

- Young women are much more likely to be victims of sexual harassment, especially the more severe forms that include unwanted physical attention.
- Sexual harassment is a problem for many students in high schools--both at vocational and comprehensive schools.
- Student-to-student sexual harassment is far more prevalent than teacher-initiated sexual harassment.
- The behaviors which students in both vocational and comprehensive schools indentified and reported as peer-to-peer sexual harassment ranged from verbal comments to physical abuse to attempted rape.
- Sexual harassment, including peer-to-peer harassment, has direct and indirect effects on students' education because of the personal and social consequences it has for them. (See page 7 for more discussion of the effects of sexual harassment.)
- Sexual harassment on-the-job is a problem high school students already experience in part-time jobs they hold while attending school. They need information about the ways in which they can handle the problem now.
- Presenting the survey questionnaire about sexual harassment was reported as interesting and informative to the students and also emotionally reassuring and helpful to those who have been sexually harassed.

Student Reports from Comprehensive Schools

Representatives to the Massachusetts Department of Education's Student Advisory Councils were asked to write reports of incidents that they had seen or heard about in their high schools. These students came primarily from comprehensive schools, in a number of different cities, towns, and regional districts of Massachusetts. Included were a few private school students. A few of the reports from these student representatives are reprinted below. The students' comments have sometimes been edited for clarity; but otherwise, the students own words have been retained. Students were told not to use real names, and it is assumed that some may have used the third person even though the incidents happened to themselves. It should be noted that most of these incidents had never been reported to any adult school personnel.

- In driver's educational class, a young woman was going to the front of the classroom and suddenly a group of young men began calling names and saying insults and rude comments. She said nothing and her friends said nothing because they were used to it and they were scared. She felt very low and disrespected. I said something to the young men because the young woman was so scared.

- Jane was dragged into the male locker room by a few members of the track team last fall. It was the first time it ever happened. But it must have been rather scary because it was forced upon her and she was left in the showers with some nude students. I'm not sure how if affected her but I remember her crying and carrying on for about a week afterwards. She was embarassed but I don't know if it affected her grades, etc. She obviously avoided the people who did it. The two young men who did it were caught but not punished at all.

- It is a common recurring problem that certain male students make repeated propositions to a female student. These propositions are often accompanied by obscene comments. It has made the person feel very uncomfortable and has influenced attendance.

- In school there was a really huge senior. He was very flirty, but it got to the point of harassment. There was no way I could make him stop, because he was huge. He would come up to me at my locker and hug me, or start kissing me and touching me. He'd compliment me too. It happened all the time during my whole junior year. I wasn't the only one he harassed.

- A young woman is at a meeting where she knows no one and she sits there by herself. Then she hears a group of male students saying bad remarks that were directly about her. She did not know what to do, she was so scared to leave, she thought someone would do something to her when she went outside.

- There was a female student in our school who kept on receiving dirty notes from kids in school. They told her they wanted her body and that they wanted her to come to their party equipped with her body and "the pill." They began calling her at nights and she was very upset. She cried about it and she was scared to walk home. Finally she told some upperclass students about it and they took care of the other kids.

- A young woman was always having comments thrown at her about how big she was. She always seemed to take it as a compliment. In one particular class one of the guys kept making comments about her which the teacher went along with. Then this guy started spreading his legs open at her in front of the whole class. She got angry and didn't like to go to that class. She finally went to her guidance counselor.

- A young woman who had been cheerleader at our school received threatening notes and phone calls with sexual innuendoes in school and at home. After football season was over, this young woman was told, after track practice one day, that her mother had gotten into an accident right near the school. The young woman, being tricked into believing it was true, ran outside and was knocked out and assulted, yet not raped. The female student suffered terrible fear after the situation and missed a lot of school due to both physical and emotional reactions to the incident.

- The high school hockey team just won their game. My boyfriend is on it so I went over to congratulate him and a few other kids. A few minutes later the coach came out so I congratulated him also. Then he asked for a kiss. Instead of one on the cheek, he French kissed me (and it wasn't a short kiss). I had to pull away from him. I felt very embarassed and angry, plus I avoided him as much as I possibly could.

Sexual Harassment of Girls in Non-traditional Shops and Courses in Vocational High Schools

The following is testimony given on March 24, 1981 by a young woman who graduated from a vocational high school in 1980 to the Commerce and Labor Committee of the Massachusetts Legislature as it considered a bill prohibiting sexual harassment in employment and education.

My name is Susan Riley and I'd like to talk to you about sexual harassment in vocational education on the high school level. I feel I have the qualifications to speak to you concerning this, having been a recent graduate of a vocational high school.

Sexual harassment exists everywhere, and vocational high schools are no exception. Because the ratio of males to females is usually very high, females are often afraid to participate in vocational education. Quite often they never enroll in vocational schools because they are aware of the behavior they can expect from their male peers.

The threat of sexual harassment stands in the way of both male and female students who wish to participate in vocational education programs which are not typical for their sex. Such students are often referred to as non-traditional students, and sexual harassment often prevents their attendance in vocational high schools.

Female students who participate in non-traditional programs become direct targets for deliberate harassment directed against them by their male co-workers, peers, and often, their teachers and administrators. This sexual harassment prevents such students from doing their work successfully. Frequently such non-traditional students drop out of their programs in order to escape from uncomfortable working and learning conditions.

Speaking from personal experience--I graduated from the electronics program in my vocational high school--non-traditional students find that sexual harassment is pervasive. It becomes an everyday event for us, something we expect to happen.

Finding someone to talk with and advise us concerning this issue became a big problem for me and other non-traditional students at my vocational high school. No one knew exactly how to help us, and so we could only find support and encouragement in each other. We decided to keep a log of our incidents of sexual harassment, and were shocked to find its frequency. Incidents such as pinching, obscene remarks and gestures were commonplace occurrences that happened daily. Other forms of sexual harassment were much worse. Such incidents reported were:

- One female in diesel shop refused to go to lunch during her last two years of shop because she was the only young woman in the lunchroom at that time. When she went to the cafeteria, she was pinched and slapped on the way in, and had to endure explicit propositions made to her while trying to eat her lunch.

- A particular shop's predominantly male population designated one shop day as "National Sexual Harassment Day," in honor of their only female student. They gave her non-stop harassment throughout the day, and found it to be so successful (the female student was forced to be dismissed during the day), that they later held a "National Sexual Harassment Week."

- One female student was assigned the duties of foreperson in her shop, and was unable to perform her job because her male co-workers refused to acknowledge her. The female student received an "F" at the end of the week for not fulfilling her responsibilities.

- The two female students in automotive shop found it necessary to phone when one was going to be absent because the males in the shop preferred to harass them when there was only one in the shop; this also included subtle pressure for sexual activity from their male shop teachers.

These are only a handful of incidents of sexual harassment that occurred constantly, and continue to happen today. Sometimes the incident is reported and the harasser is punished. But more often than not, the incident goes unreported, and the harasser goes unpunished, and continues to harass these students.

I speak for all non-traditional students when I state that the lack of supportive services to encourage and assist us, and the virtual absence of legal protection for us, seriously discourage us from continuing in our programs.

Passage of this bill would enable us to speak up concerning sexual harassment much more easily, and report these incidences of sexual harassment more freely, because we would know there is legal backing to help and protect us. I therefore urge you to pass Bill #1542.

Thank you for your time.

Rachel Burg

Effects of Sexual Harassment on High School Students

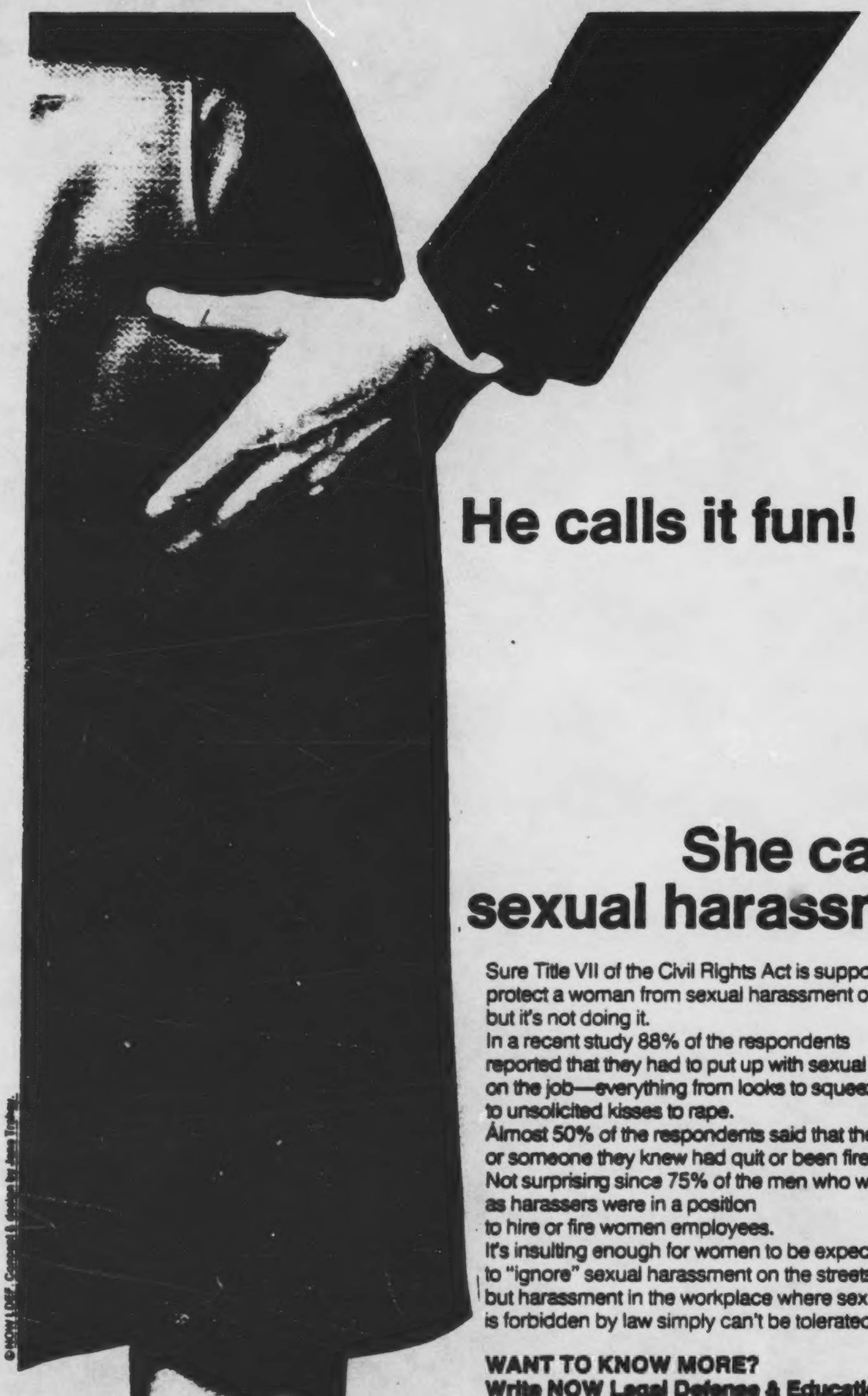
An array of consequences is reported by high school students who experience sexual harassment. Direct effects on one's education include retaliatory measures for not complying with sexual demands; for example, a teacher may lower a student's grade; give one less assistance than other classmates (thereby affecting one's academic progress); or deny an accurate recommendation for college or work. A peer's retaliation may take the form of sabotaging a school project, spreading rumors, or ostracizing a person from friendship networks.

These direct effects evoke feelings of embarassment, fear, anger, powerlessness, loss of self-confidence and cynicism about education and non-traditional careers. In turn, these emotional responses sometimes manifest themselves in physical symptoms--i.e., psychosomatic illnessess--and often result in reduced ability to perform school work, excessive absenteeism, transfer of courses or majors, and even transfer to another school.

More subtle experiences of harassment produce less tangible consequences. Students who feel betrayed, discredited, or compromised by peers or school staff are likely to become less trusting of people in general, and less enthusiastic about pursuing their education. A loss of confidence in the effectiveness of school policies may also result. Surveys of college students who have experienced sexual harassment reported that they avoided seeking assistance from professors and teaching assistants, and avoided any department-sponsored social situations. Following such a path of self-protection prevents a student from finding a mentor, and from working with faculty closely enough so that s/he could gain assistance in securing future employment or attending graduate school.

Thus, besides personal consequences, sexual harassment is a partial explanation for the different ways in which men and women students pursue their educations. A student who has experienced sexual harassment in high school might certainly adapt as college students have; but when protection from sexual harassment is the burden of the individual, one result is diminished educational opportunity.

CPF



He calls it fun!

She calls it sexual harassment.

Sure Title VII of the Civil Rights Act is supposed to protect a woman from sexual harassment on the job, but it's not doing it.

In a recent study 88% of the respondents reported that they had to put up with sexual harassment on the job—everything from looks to squeezes to unsolicited kisses to rape.

Almost 50% of the respondents said that they or someone they knew had quit or been fired because of it.

Not surprising since 75% of the men who were described as harassers were in a position to hire or fire women employees.

It's insulting enough for women to be expected to "ignore" sexual harassment on the streets, but harassment in the workplace where sex discrimination is forbidden by law simply can't be tolerated.

WANT TO KNOW MORE?
Write NOW Legal Defense & Education Fund (F)
132 W. 43rd. Street, N.Y., N.Y. 10036

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SECTION 2—DEFINITIONS OF SEXUAL HARASSMENT

Sexual harassment is a particular form of sex discrimination. All sexual harassment constitutes sex discrimination, but not all sex discrimination can be considered sexual harassment. For example, requests for sexual favors from a woman employee by her male supervisor is sexual harassment; but paying male and female employees differentially when they perform the same job duties is sex discrimination.

Current studies indicate that the majority of women will experience sexual harassment at some point in their work lives. For this reason, sexual harassment is considered to be a widespread social problem, not merely the result of an interpersonal misunderstanding.

Distinction between Sexual Harassment and Flirting

Students from vocational and comprehensive high schools in Massachusetts generated, with ease, long lists of behaviors they considered to be sexual harassment. Taken from their personal experiences and interactions which they had observed, these sexual harassment behaviors ranged from the subtle to the violent. Examples were largely male-to-female interactions, and usually took place among peers, although sexual harassment of female students by male administrators, teachers, counselors and coaches was also reflected in the lists.

Students distinguished sexual harassment from flirting and from mutual relationships. Flirting was characterized as "instinctual" and "natural" between the genders; even though one-directional flirting may be "derogatory" or "aggravating," it was generally viewed as "not serious." Students felt that they were able to discourage unwanted flirtation by making certain comments or behaving in such a way as to dismiss the one-way flirtation. Sexual harassment, however, was often described as "premeditated" and "ongoing" interactions that "damaged your reputation" or "interfered with going to school." School was described as "the number one place" to become a victim of harassment. Included below is a summary chart, designed by high school students, to clarify their distinctions between flirting and sexual harassment.

Flirting	Sexual Harassment
When both like it and do it and it keeps on going like that A glance--You feel attractive and complimented. If you know the person (depends on how you know the person) and how they say it.	Male does it to a female (usually) and she doesn't like it and can't stop it. A look or a stare--You feel invaded, ashamed, naked. Hints--obscene, suggestive Pinch, pat, grab

Following are four definitions of sexual harassment:

1) the Equal Employment Opportunity Commission's definition, evolved from Title VII case law on sexual harassment in employment;

2) a definition of sexual harassment in education from proposed Massachusetts legislation;

3) a general definition of sexual harassment in education from the National Advisory Council on Women's Educational Programs, and

4) a definition arising from providing services to women experiencing sexual harassment in employment and education by the Alliance Against Sexual Coercion.

Sexual Harassment Definitions

1) "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; c) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment." (Equal Employment Opportunity Commission, Federal Register, November 10, 1980.)

2) Massachusetts House Bill #1542 filed by Barbara Gray, Framingham and Alfred E. Saggese, Jr. of Winthrop: To discriminate against students in any program or course of study in any educational institution, in the evaluation of academic achievement or in providing benefits, privileges and placement services on the basis of that student's submission to or rejection of sexual advances or requests for sexual favors by officers, employees, or agents of the institution; to create or allow to exist an atmosphere of sexual harassment, defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment.

   This bill will establish sexual harassment as a civil offense; the victim may sue and collect damages, the victim may also secure a temporary restraining order; the bill will establish a uniform grievance procedure within State government for state employees who feel they have been victims of sexual harassment.

3) National Advisory Council on Women's Educational Programs: "Academic sexual harassment is the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities."

4) Summary Working Definition of Sexual Harassment

"UNWANTED SEXUAL ATTENTION" from peers, subordinates or supervisors or customers, clients or anyone the victim must interact with in order to fulfill job or school duties where the victim's responses are restrained by fear of reprisals.

The range of behaviors include:

Leering, pinching and patting
verbal comments
subtle pressure for sexual activity
attempted rape
rape

In addition, governors of several states have issued Executive Orders regarding sexual harassment in state agencies. Governor Edward J. King of Massachusetts issued his Executive Order No. 200 on August 20, 1981. This Executive Order establishes a grievance procedure pertaining to sexual harassment for all state workers. This document follows on the next page.

SECRETARY OF STATE
RULES AND REGULATIONS
DIVISION
Aug 26 3 13 PM '81

COMMONWEALTH OF MASSACHUSETTS

By His Excellency

EDWARD J. KING
Governor

EXECUTIVE ORDER NO. 200

SEXUAL HARASSMENT

WHEREAS, sexual harassment undermines the integrity of the workplace and the personal dignity of the individual; and

WHEREAS, sexual harassment may involve a person of either sex against a person of the same or opposite sex; and

WHEREAS, it is the policy of the Commonwealth to prevent and eliminate sexual harassment in state employment, to ensure that state employees are permitted to work in an atmosphere free from sexual harassment;

NOW THEREFORE, I, Edward J. King, Governor of the Commonwealth of Massachusetts, by virtue of the authority vested in me by the Constitution and laws of the Commonwealth, do hereby order as follows:

The Executive Office of Administration and Finance shall establish procedures for the handling of grievances pertaining to sexual harassment in state employment in all state agencies under all Executive Offices, the Board of Regents of Higher Education and the Board of Education. Said grievance procedures shall be posted by every state agency, appointing authority, board, commission, or office subject to this order.

Given at the Executive Chamber in Boston
this 26th
day of August
in the year of Our Lord one thousand nine hundred and eighty-one and of the Independence of the United States of America two-hundred and six.

Edward J. King
EDWARD J. KING
GOVERNOR
Commonwealth of Massachusetts

Michael Joseph Connolly
Secretary of the Commonwealth

GOD SAVE THE COMMONWEALTH OF MASSACHUSETTS

SECTION 3—SOCIETAL NORMS AND SEXUAL HARASSMENT

Sexual harassment is an age-old phenomenon that has only recently been given a name. Previously it was seen as an inevitable consequence of men and women working together. A victim may have received sympathy or blame, but sexual harassment was viewed as an isolated, interpersonal problem. Only recently has sexual harassment come to be identified as a widespread social problem. Changing perceptions of sexual harassment are rooted in changing assumptions about the inherent natures of men and women, including their intellectual and work capacities. Responding effectively to sexual harassment in schools and workplaces requires understanding the influence of these changing assumptions.

Within our society, it is not uncommon for individual victims of social forces to be blamed for their circumstances. People may be blamed for being the victims of poverty, discrimination or assault. Female victims of sexual assault are vulnerable to a particular form of this victim-blaming. Rape victims, for example, are often suspected of seducing their assailants. They must provide information on their form of dress, lifestyle, and sexual history to counter the prevalent attitude that they invited the act of violence against them. Victims of sexual harassment encounter these same attitudes and may be subjected to similar assessments of their behaviors. A pervasive atmosphere of victim-blaming results in significantly reduced reporting rates by victims of harassment or assault, in victims accepting prevalent attitudes and blaming themselves, and in suspicions rather than support from peers and complaint managers.

The ambiguity of defining sexual harassment arises from at least three specific sources. The first source of ambiguity about sexual harassment emerges from the context of certain behaviors, not necessarily the behaviors themselves. In other words, interactions that are deemed appropriate in social situations are often deemed inappropriate in school settings or in workplaces. The power differential between a supervisor and employee, or between a teacher and students is always present and cannot easily be separated from a particular interaction. In instances of student-to-student harassment, power differentials are more subtle, but still present. For example, power can be derived from acceptance by certain friendship groups; inclusion may require going along with uncomfortable behaviors from a popular classmate. Considering that maintaining one's reputation is also important, a student may respond to unwelcome attention with a mark of politeness or friendliness. These dynamics only compound the problem. While an initiator is likely to interpret conformity or politeness as encouragement, the harassee is often confused and anxiously hopes the whole problem will go away. The absence of overt conflict may mean that adult observers would tend to view such situations as normal instances of adolescents learning to see themselves as sexual beings and evolving their own values. These seemingly social behaviors have a profound impact on the educational and career choices of high school students. Such peer group pressure may be suffcient to dissuade someone from pursuing non-traditional training.

The second source that contributes to the confusion over the definition of sexual harassment is that men and women grow up in many different cultures within our society. Recent surveys indicate that men and women disagree on what constitutes sexual harassment, and on its effects on individuals' self-esteem and productivity. For example, an incident of unwanted sexual touching initiated by a female to a male co-worker may be perceived quite differently from the same behavior initiated by a male to a female co-worker. Even though many objective conditions may be identical--e.g., relationship to supervisor, length of time in employment, etc.--the subjective meaning and impact of the unwanted touching often differs greatly. The male recipient of the behavior may perceive the interaction as flattery, even if it is unwanted. The female recipient is more likely to experience it as threatening to her job, a violation of her personhood, and to question whether she invited the behavior.

A Los Angeles area phone survey, conducted by a psychologist at the University of California, indicates that these differences by gender are indeed quite basic. Men and women who reported experiencing sexual harassment were asked to rate themselves and their harassers on a five point scale of physical attractiveness, with one being very unattractive, three representing average, and five indicating very attractive. Women who were harassed considered themselves, on the whole, to be of average attractiveness, while they rated the men who harassed them as somewhat-to-very unattractive. Men who reported harassment characterized themselves as, on the whole, to be very attractive; they gave a similar rating of very attractive to the women who harassed them. These findings, while puzzling at first, have a clear explanation. It seems that women consider any man who would initiate and persist with unwanted attention to be, because of his behaviors, unattractive. Men, however, seem to feel that they are selected because of superior attractiveness as targets for this unwanted attention, yet only by similarly superiorly attractive women. One might conclude that this survey reveals more about male and female egos than about sexual harassment.

Sexual harassment, in part, arises from and is perpetuated by such differing perceptions of the same interactions by men and women. When clear communication is absent or is prevented by unequal relationships, it is impossible to distinguish between mutual/desired sexual attention and unwanted/coercive sexual harassment.

Changing sex role expectations for both males and females adds a third source of ambiguity about the definition of sexual harassment. For example, men are no longer the only initiators of relationships, and women are no longer expected to refuse sexual activity merely to protect their reputations. Until sex role stereotyping is eliminated, male and female interactions will be confused by the possibility of each of them acting in "new" or "old" sex role patterns.

Individuals responsible for mediating sexual harassment complaints in workplaces and schools repeatedly report misinterpretation, misunderstanding and absence of communication as pivotal elements in cases of chronic harassment. In a recent high school case, some young men wrote sexually abusive language on a young woman's test paper after it was returned by the teacher. These comments made her very upset and embarassed. The student then reported the incident to a sensitive administrator who spoke with the male students. The young men admitted to having written the comments and the resolution was achieved through consciousness-raising rather than punishment. They simply had not considered the effects of their actions upon the young woman. Rather, they considered such behavior to be a form of teasing, which is a very prevalent characteristic of the high school environment. However, when they were asked how they would respond to the same behavior if it had been directed at their girlfriend or sister, they were able to see their actions in perspective. Derogatory sexual comments made in a society that defines females by their sexuality only goes beyond teasing. In addition, young men will often engage in activities that dehumanize or dismiss young women without contemplating any consequences except how it will enhance their status among other young men.

Understanding the commonly held ideas and values about what it means to be male and female is important if we are to correct the misinterpretation and lack of communication that contribute to sexual harassment. Following is a list of myths and realities that influence our thinking about the existence and dynamics of sexual harassment in employment and education.

SUSAN B. ANTHONY
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MUCH OF THE
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HAVE BEEN
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Women Dont Get Half As Much Rights As They Ought To We Want More And We Will Have Them
1853

LNS/cpf

SEXUAL HARASSMENT: MYTHS AND REALITIES

An elaborate series of myths supports all forms of violence against women. These myths, often based on false assumptions about men's and women's "natural" biological make-up, ensure that women who encounter violence against themselves feel guilty rather than violated. Women are therefore less likely to speak up or to take action to eliminate harassment. The following myths, reflecting current attitudes, serve in particular to perpetuate sexual harassment.

1. MYTH: Sexual harassment is not a serious social problem and it affects only a few women.**
REALITY: *In a 1976 survey in Redbook Magazine, 88 percent of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job.*
REALITY: *Women suffer from sexual harassment regardless of their appearance, age, race, marital status, occupation, or socio-economic class.*

2. MYTH: If women don't speak up about sexual harassment, then it's not happening.
REALITY: *Women don't report sexual harassment because they feel isolated, guilty, scared of losing their jobs.*
REALITY: *We can begin to eliminate sexual harassment at the workplace only when we share and understand our experiences. If we remain silent, workplace harassment will comtinue to be seen as a personal problem rather than as a social issue. These two myths will operate until so many women speak up about sexual harassment that our society can no longer pretend it doesn't happen.*

3. MYTH: Women invite sexual harassment by their behavior and/or dress.
REALITY: *As with rape, sexual harassment is not a sexually motivated act. It is an assertion of hostility and/or power expressed in a sexual manner. Sexual harassment is not women's fault in any way.*
REALITY: *Often women are expected to act or dress seductively both to get and keep their jobs.*

4. MYTH: Only women in certain occupations are likely to be sexually harassed.
REALITY: *Waitresses, flight attendants, and secretaries are not the only victims of sexual harassment. Women who work in factories, at professional jobs - and all kinds of jobs - consistently report this problem. Students, clients of professionals (doctors, dentists, therapists, etc.), domestic workers, and babysitters also suffer sexual harassment and abuse.*

**See note at end of "Myths and Realities"

5. MYTH: Black women are exposed to sexual activity at an early age, are more sensuous and are not as upset by harassment.
MYTH: Asian women are more submissive than other women and would be less likely to be offended by sexual harassment.
REALITY: *These are patently racist assumptions, and constitute another example of blaming the victim rather than the harasser.*

6. MYTH: It is harmless to harass women verbally or to pinch or pat them. Women who object have no sense of humor.
REALITY: *Harassment is humiliating and degrading. It undermines a women's school or work performance - and often threatens her education or economic livelihood. Women victimized by sexual harassment suffer emotionally and physically. Women should not be prepared to endure degradation with a smile.*

7. MYTH: A firm "no" is enough to discourage any man's sexual advances.
REALITY: *Because people believe women say no when they really mean yes, men often dismiss women's resistance. Men's greater physical economic, and social power enables them to override the firmest "no." It should not be women's responsibility to ensure that sexual harassment doesn't happen.*

8. MYTH: Women who remain in a job where they are sexually harassed are masochistic - or are really enjoying it.
REALITY: *Women's lower socio-economic position in the U.S. means that many are unable to quit their jobs or find new employment.*

9. MYTH: Only bosses are in a position to harass women at the workplace.
REALITY: *Co-workers and clients can also harass women at the workplace. Clients threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss - or already have the boss's support.*

10. MYTH: If women can't handle the pressure of the working world, they should stay home.
REALITY: *Women work out of economic necessity. Staying home is not an option for most working women. Nor - as we know from current publicity on wife abuse - is staying home a protection against sexual harassment.*

11. MYTH: Women make false charges of sexual harassment.
REALITY: *Women who speak out against harassment meet with negative reactions, ranging from disbelief and ridicule to loss of job. Women have little to gain from false charges.*

12. MYTH: Women sleep their way to "the top" and other positions of power in the workforce.
REALITY: *Very few women hold positions of power. For those isolated cases where women have tried to engage in sexual activity to gain promotions, evidence shows that it ultimately works against their advancement. This myth works against a woman who gives in to sexual pressure, because she is then mistrusted by fellow workers.*

13. MYTH: Only certain men harass women at work.
REALITY: *All types of men, in all occupations - whether or not they hold positions of power - have been reported as harassers.*

14. MYTH: There are adequate procedures to take care of men who seriously assault or threaten women at work.
REALITY: *Society continues to view sexual harassment from a double standard. While the sexual harassers are tolerated - boys will be boys - the women victims bear the brunt of the blame. Personnel managers, union representatives, human right agencies, courts, and legislators reflect these discriminatory attitudes. Women who seek assistance from these sources to stop sexual harassment are frequently placing themselves at risk of humiliating indifference, ridicule, or even further sexual insinuation and harassment. Nevertheless, it is important to use these channels where possible.*

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**NOTE: That sexual harassment is a serious problem was documented by the National Merit Systems Protection Board in 1980. They did a random sample survey of women in all occupational categories, of all ages, educational backgrounds, races, salary and grade levels, in all geographical areas of the country. Women in all categories experienced sexual harassment. They found that 42% of the women surveyed had experienced sexual harassment in the last two years alone. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Men were also surveyed and 15% said they had been harassed, although fewer experienced the more severe forms of harassment. The National Merit Systems Protection Board estimated that the costs of sexual harassment for the two year period were $189 million.

This survey also counters the myths that women invite harassment by their dress or behavior or that only certain kinds of women in certain occupations are subject to sexual harassment, myths which blame the victim rather than looking at the social causes of the problem.

Straight Creek Journal/opf

SECTION 4—LEGAL ISSUES

Sexual harassment is now considered to be a form of sex discrimination, and therefore illegal under existing federal and state legislation. Title IX of the Education Amendments of 1972 prohibits sex discrimination in education, just as Title VII of the Civil Rights Act of 1964 prohibits sex discrimination in employment. Both federal laws are reinforced by similar state statutes in Massachusetts, as well as in most states. Under these laws, educational institutions are responsible for preventing sexual discrimination against their employees and students.

To enforce these laws, Congress has made federal agencies responsible for ensuring the full compliance of workplaces and educational institutions. For employees, the Equal Employment Opportunity Commission (EEOC) exists to enforce Title VII and to investigate complaints of discrimination. Within the U.S. Department of Education, the Office for Civil Rights (OCR) is responsible for ensuring that 17,000 local educational associations and 3,000 institutions of higher education, which receive monies from the federal government, comply with Title IX. The OCR can recommend that federal funding be cut off to any institution which does not comply with the regulations.

The problem of sexual harassment of women students by male faculty and staff has recently gained widespread public attention, and proposed legal and administrative remedies for the problem are now being clarified. In 1976, a number of women students filed a sexual harassment suit against Yale University, claiming that the university was responsible under Title IX for preventing the occurrence of such harassment and for the remediation of any problems which do arise. This case, Alexander v. Yale was decided against the plaintiff on technical grounds. The court did, however, determine that Title IX was an appropriate vehicle for pressing complaints of sexual harassment in education, that sexual harassment was indeed a form of sex discrimination, and that universities are responsible. When women students are subjected to unwanted sexual advances from male teachers or supervisory personnel, they are in a situation where they are being singled out by sex alone. When they suffer economic or academic harm, or emotional stress, resulting from such advances, this harassment can add up to a climate where women are discriminated against and victimized.

A woman student or group of women students who have been harassed have three options under Title IX:

- civil suits
- complaints through the OCR or equivalent state agency (Massachusetts Department of Education)
- complaints through the Title IX grievance procedure at their school.

Civil suits and complaints with OCR must be filed within 180 days of the incident. The OCR is required by law to respond to all complaints within an additional 180 days. Both processes are long, potentially stressful, and in the case of civil suits, costly. In addition, civil suits may drag on for months. Nevertheless, a civil suit has the advantage of allowing the student to recover personal damages. Filing with the OCR contains no such vindication, since the OCR has authority only to cut off funding to the school, but not to compensate the individual. To date, therefore, the U.S. Department of Education has interpreted Title IX to mean that the individual does not have to exhaust administrative remedies through the OCR before filing a civil suit on the basis of Title IX.

Over the past few years, a number of Title IX suits and OCR complaints have been filed against universities by women students who have been sexually harassed by faculty members. These cases have charged that inadequate procedures exist at the university to resolve and remedy sexual harassment complaints. Nevertheless, the courts have ruled that the lack of an adequate grievance procedure for sexual harassment is itself a violation of Title IX.

In addition to sexual harassment cases, civil charges have been used successfully by women students to sue educational institutions for inadequate safety in buildings and on campus in general. For example, the Washington, D.C. Board of Education was required to pay a rape victim $640,000 in damages after an employee raped her. In a separate case, a female student, after being raped in the women's locker room at Catholic University of America, sued the university for negligence and carelessness in its security. She was awarded $20,000 in damages by the U.S. District Court.

In November, 1980 the EEOC issued specific guidelines on sexual harassment as a form of sex discrimination. They established a standard of strict employer liability. The evolving case law under Title VII indicates that the courts are ruling increasingly in favor of the complainant charging sexual harassment, and the monetary settlements are getting larger.

It is likely that Title IX sexual harassment cases will follow the pattern being established under Title VII.

Recent Rulings in Title VII Sexual Harassment Cases

Within the past few years, Federal district and appellate courts have issued many rulings on sexual harassment in employment cases. Below are three recent decisions which indicate the seriousness with which the courts are now treating sexual harassment, and the use of judicial discretion in resolving cases.

- Kyriazi v. Western Electric (N.J. District Court, Sept., 1979) A woman engineer brought suit against Western Electric for not responding seriously to her complaints of sexual harassment from five men--three co-workers and two supervisors. Western Electric was ordered to compensate Ms. Kyriazi for lost back pay and benefits. In a companion civil suit initiated by Ms. Kyriazi, the judge found the five men guilty of sexual harassment. Considering their behavior to be quite unprofessional, the judge fined each of the five participants $1,500.

- EEOC v. Golden Gate Glass Co. (Calif. District Court, April, 1980) In early 1980 a Los Angeles woman filed suit against her employer, a private company, alleging sexual harassment. After filing the charge, she was fired. She went to court to obtain an injunction against the firing. Federal District Court Judge Malcolm Lucas ordered the company to pay her full salary without requiring her to attend work until the original case is decided.

- Bundy v. Jackson (D.C. Appellate Court, January, 1981) In the initial case heard at the District Court level, sexual harassment was determined to have occurred against Ms. Bundy, a Department of Corrections employee, by her supervisor. However, the case was not decided in her favor because there were not substantial economic consequences of the harassment. On appeal, the court ruled that sexual harassment in and of itself is illegal, and a complainant need not suffer further problems--such as demotion or job loss--to receive a favorable settlement.

Following is a chart outlining legal avenues that have been used successfully by victims of sexual harassment to remedy their situations.

Legal Remedy	Brief Description	Types of Benefits	Filing to Settlement	Problems
Title IX--Educational Amendments of 1972	Federal legislation prohibiting sex discrimination in education; file with HEW; possibly there is also a private right of action.	Cut-off of federal funding to the educational institution.	Varies regionally; if taken to court can be 1-2 years.	Sanctions appear limited; unclear whether women can utilize a private right of action under Title IX.
Title VII--1964 Civil Rights Act	Federal legislation prohibiting sex discrimination in employment; file with state and appeal through EEOC.	Monetary compensation for back pay, lost benefits, and damages; possible job reinstatement.	Six months to one year on state level; 2-3 years federally.	Applies to workplaces with at least 15 employees. Must prove harassment as a form of sex discrimination.
Criminal Child Abuse Statutes	Varies state by state; usually includes abuse, neglect and assault of minors by adults.	Conviction and/or imprisonment of abuser.	Approximately one year.	No compensation for victim. Convicted adults could possibly retain their employment or professional associations.
Criminal Rape Statutes	Varies state by state; some include degrees of sexual assault.	Conviction and/or imprisonment of harasser/rapist.	Approximately one year.	No compensation for woman. Woman's previous sexual history may be admissible in evidence. Only rapists with low socio-economic status receive prison sentences if convicted. Others often receive suspended sentences and/or court order to seek psychotherapy.
Other Criminal Sanctions	Assault, battery and other criminal charges may be possible; varies state by state	Conviction of harasser; fines or imprisonment.	Approximately one year.	Similar to rape charges; police reluctant to lay charges with corroboration and witnesses.

Legal Remedy	Brief Description	Types of Benefits	Filing to Settlement	Problems
Civil Lawsuits	Breach of contract, and various tort lawsuits based on common law.	Financial compensation for employment losses and physical or emotional injury.	Approximately 2-3 years.	Requires women hire a private attorney, legal fees expensive.
Union Grievance Procedure	Breach of union contract allows women to file grievance with union rep. Union processes case through grievance procedure to arbitration.	Financial compensation for employment losses, reinstatement to job if woman has been dismissed.	Varies from union to union, company to company. Can be settled in weeks or may require arbitration which could take a year.	Few women are unionized; union contract may not be interpreted to cover sexual harassment. Male-dominated unions may be unresponsive.
Worker Compensation Act	Operates through State Division of Industrial Accidents. Offers benefits for injury sustained on job.	Weekly wage benefits based on percent of income for period of disability; medical benefits.	Depends on locale; nearer urban area the better; 3 to 6 months with appeal taking 6 months to one year longer.	Usually awarded for physical injury; woman must get medical/psychiatric evaluation to be eligible for benefits company's insurance responsible for settlement.
Occupational Safety and Health Act	Federal Act guaranteeing a "safe and healthful workplace"; allows for inspection of workplace conditions.	Employer fined for violations; responsible for correcting them.	Greatly varies.	Applies to workplaces with at least 15 employees; to date OSHA only used for physical/structural hazards (e.g., toxic substances).
Unemployment Insurance	Award for attributable cause for employment termination due to compelling personal reasons or cause attributable to employer.	Percent of weekly salary up to limit which varies state to state.	Approximately six months.	Percent of women's income often too low to meet basic expenses; need minimum income and minimum length of employment; must prove attempt to change work situation by complaining to employer or requesting leave of absence.

SECTION 5—ORGANIZATIONAL AND ADMINISTRATIVE STRATEGIES

Schools can initiate many different approaches to reduce the overall incidence of sexual harassment, to identify and remedy sexual harassment cases before they escalate, and to resolve serious situations fairly and quickly. In addition to the pioneering efforts of a few schools in Massachusetts, much can be learned from reviewing successful measures implemented in workplaces.

It is clear, however, that sexual harassment policies and procedures can only succeed in resolving sexual harassment cases informally and quickly when strong support from the top administrator is evident. There are at least two reasons why top administrators should be interested in developing such policies:

1) the courts have ruled in sexual harassment cases that the employer is held to a standard of absolute liability, whether or not s/he knew of a particular incident; and

2) sexual harassment has been found to be a direct cause of high absenteeism, high turnover, and low productivity.

The Project on the Status and Education of Women, of the Association of American Colleges, recently published a list of activities which educational institutions can put into practice to increase awareness about sexual harassment. Their suggestions should also aid in reducing the overall incidence of sexual harassment--especially the more severe forms--and thereby reduce the likelihood of lawsuits initiated against institutions by victims. These activities are:

- developing a specific policy against sexual harassment;
- disseminating the policy in memos, posters, flyers, radio spots, etc.;
- developing a procedure to inform new employees [and students] about the sexual harassment policy;
- surveying the workplace [or school] to find out the extent of the problem at the institution;
- developing and disseminating information about grievance procedures to handle sexual harassment complaints. (The grievance procedure may or may not be the same as other existing grievance procedures. Sexual harassment complaints are often initially handled more appropriately by informal procedures followed by more formal procedures if the complaint is not resolved. Individuals who wish to pursue a grievance are likely to go to court if the institution has no procedure for them to use);

- developing a union grievance procedure, where appropriate; and

- developing a code of conduct for all employees [and students].

  [brackets added]

In this section, these activities are adapted to secondary schools, and practical examples and suggestions of additional steps are offered. These include:

- Sexual harassment policy from Minuteman Regional Vocational Technical School District, and the history of its implementation;

- establishing support groups for student populations particularly vulnerable to sexual harassment;

- Student education; and

- Training programs for teachers, guidance counselors, and administrators.

Implementing a Sexual Harassment Policy in High Schools: A Case Study

The sample policy which follows, "Guidelines for Recognizing and Dealing with Sexual Harassment" from Minuteman Regional Vocational Technical School (Lexington, Massachusetts), is a model for other secondary schools. Included are several key elements of any effective sexual harassment policy: definition, a discussion of a specific grievance procedure and how it differs from school grievance procedures for other offenses, investigation guidelines, prohibition of retaliation, and discussion of the importance of confidentiality. Minuteman's policy was implemented because of the convergence of several factors: a specific, serious sexual harassment case; a sensitive and aware woman administrator who knew that high schools were not immune from sexual harassment; the existence of support groups for students in shops considered non-traditional for their sex, facilitated by guidance counselors, which provided a safe atmosphere in which young women's experiences could emerge; and an enlightened superintendent familiar with the increasing evidence of sexual harassment faced by women workers. By learning from Minuteman's experience, other schools should be able to implement their own policies effectively.

Upon dissemination of Minuteman's policy, it received strong but mixed responses from teachers, parents and the community. Within an atmosphere of general support, some fears of "opening a Pandora's box" and of granting the administration license to conduct "witchhunts" were expressed. These fears proved to be unfounded. Advice from Minuteman to other schools which are considering the development and implementation of a sexual harassment policy includes:

1) A school administration must be strong in its commitment to adopt and follow through on a sexual harassment policy.

2) Identifying a few specific complaint managers is important. For example, with three case managers--a guidance counselor, teacher, and administrator--complainants can choose the person with whom they feel most comfortable discussing their situation. Although each of the three has different roles and power within the school, they are each authorized to receive confidential complaints and to attempt to resolve sexual harassment cases informally without informing other school personnel. Many students feel more comfortable approaching a teacher or guidance counselor; however, some students are sufficiently angry to choose to go "right to the top"--directly to an administrator.

3) Wide dissemination of a policy should be accompanied by training and discussion for students, teachers, guidance counselors and administrators. Awareness increases the possibility of sexual harassment being identified early and stopped informally.

4) Informal resolutions in peer-to-peer cases should be encouraged. This process can be educational rather than punitive. Helping students who have been accused of harassment to identify with the victim and to understand the impact of their actions is an important goal of resolutions. In situations of subtle adult-to-student harassment, an informal resolution is also often more effective. Unlike formal investigations, informal approaches maintain confidentiality for both the victim and the accused, permit a harasser to admit his/her inappropriate behavior, and agree to change his/her actions.

5) The process of an informal resolution should include assisting the victim to communicate to the harasser, in writing or verbally, a description of the harassing behaviors; how the behavior made the victim feel, noting any consequences to school performance; and a request to stop the harassment. A complaint manager can accompany the victim when s/he delivers the letter or speaks to the harasser, if requested to do so, or merely be notified before and after the communication has occurred. This process will either stop the harassment or provide evidence if a further grievance and investigation process is necessary.

6) When cases cannot be resolved informally, through investigation is critical. Students need to be informed of appropriate methods of case documentation. Corroboration of evidence and credibility of complainant(s) and witness(es) should be gathered if possible. Maintaining confidentiality without violating the due process of the accused should always be the goal.

7) A publicized timeline for each step of the complaint, investigation, grievance, resolution and appeal process will reduce the anxiety of all parties.

8) Preventive training is most effective when it places sexual harassment in the context of social problems, and clarifies that the cause is neither the failures of a particular school nor the inabilities of specific individuals to handle interpersonal problems.

For situations of adult-to-student harassment, it is recommended that stronger measures be established. Some forms of sexual harassment of students by adults are considered violations of criminal law, and should therefore be stated as grounds for dismissal. The presence or absence of sexual harassment within classrooms, shops, athletic activities, and school-sponsored groups or clubs should be incorporated into performance reviews of teachers and coaches. Similarly, whether complaints have been handled promptly and efficaciously should be incorporated into evaluations of guidance counselors and administrators.

Students should feel confident in the effectiveness of their school's sexual harassment policy. Case law on Title VII workplace sexual harassment legal suits indicates that the employer is still held to a standard of absolute liability if s/he has implemented a sexual harassment policy, but employees are either not aware of its existence or have no faith in its effectiveness. It is likely that these rulings would be applied in Title IX cases as well. Schools can monitor student confidence through periodic, anonymous surveys. These surveys should address whether students feel that sexual harassment is treated seriously, that confidentiality is maintained to the extent possible, and that complainants are adequately protected from retaliation. Incorporating students' suggestions for case investigation and resolution would probably increase their compliance with the policy.

[illegible]
Superintendent-Director

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Assistant Superintendent
Academic Programs & Planning

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Assistant Superintendent
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Principal

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT

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November 6, 1980

GUIDELINES FOR RECOGNIZING AND DEALING WITH SEXUAL HARASSMENT

Definition: Sexual harassment is UNWANTED sexual attention from peers, subordinates, or supervisors, customers, clients or anyone the victim may interact with in order to fulfill job or school duties, where the victim's responses may be restrained by fear of reprisals. The range of behaviors includes: verbal comments, subtle pressure for sexual activity, leering, pinching, patting and other forms of unwanted touching, as well as rape and attempted rape.

Dimensions of the problem: A 1976 national survey of 9,000 employed women conducted by Redbook magazine found that 9 out of 10 respondents had experienced unwanted sexual attention at work. Seventy percent of the victims said they found the situation embarrassing and demeaning. Sexual harassment is a problem in every school as well as in every workplace. Students experience it from other students and occasionally from faculty members. Faculty members experience it from other faculty members.

Effects on the victim: The victim may be in the office or school less in order to avoid the harassment(more sick days taken). The victim's enjoyment of and pride in work is often undermined or destroyed because the victim is forced to spend time and energy fending off humiliating sexual advances. There can also be physical and psychological effects similar to those experienced by rape victims. Professional counseling may be necessary.

Legal aspects: Court cases have found sexual harassment in the workplace to be a violation of Title VII of the Civil Rights Act of 1964. This is the law which protects workers in a school. Students are protected from sexual harassment. under the provisions of Title IX, since courts have found sexual harassment to be a form of sex discrimination. If sexual harassment involves a minor student in a school setting, it can also be considered a criminal offense under laws relating to child abuse.

Grievance procedures: Title IX requires that specific grievance procedures be published. These relate to the manner in which suspected violations of the law are handled. These may be found on page 7 of the booklet, Equal Educational Opportunities for Everyone, published by Minuteman Tech for all staff members and students. Because of the sensitive nature of complaints relating to sexual harassment, certain special provisions need to be made for these procedures. They are as follows:

1. Any complaints relating to sexual harassment should be referred to either Beverly Lydiard, Linda Kulow Upton or Karen Prentice for investigation.
2. When the complaint has come from a female student or faculty member, a female counselor or a female member of the Title IX/622 Committee should be present at all discussions and meetings involving the case. When the complaint has come from a male student or faculty member, a male counselor or a male member of the Title IX/622 Committee should be present at all discussions or meetings involving the case.
3. It is particularly important when a complaint has been brought by a student

to have a supportive Title IX representative or counselor present during the investigation to make it easier for the student to discuss such a delicate issue and to be sure that the elements of the complaint are properly represented and fair to both parties.

4. The investigating group should be kept as small as possible to protect the confidentiality of the information and to keep the investigation from becoming an inquisition.

Retaliation: Retaliation in any form against any person who has filed a complaint relating to sexual harassment is forbidden. If it occurs it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student.

Confidentiality: It is expected that those involved with sexual harassment investigations will protect the confidentiality of all information relating to the case.

Ron Fitzgerald

Ron Fitzgerald
Superintendent-Director

Establishing Support Groups

Many vocational high schools have implemented support groups for their students who are pursuing educational programs considered non-traditional for their sex. From surveys of workplace sexual harassment, and from our initial fact-finding in high schools, there is concurrence that those people in non-traditional careers or education are particularly vulnerable to experiencing both a higher incidence of sexual harassment, and to suffering it in more severe forms. Establishing support groups for these students can provide a non-threatening forum to identify problems in their early stages and to share successful individual or group strategies for handling situations of harassment.

Two articles on the support group concept and its implementation in Massachusetts high schools have stated:

- The main goal of the student support group is to help equip students to deal with the personal, social, psychological, and physical challenges which often arise when a person learns and works in a non-traditional environment.
- A support group by definition is a group in which students, through the training and assistance of a facilitator, learn to function as counselors who support and advise one another within a group setting. The support group must have personnel to assume certain roles necessary to its functioning: 1) a facilitator--an adult, usually a guidance counselor, but may be any other qualified member of the school staff who is experienced in functioning as a group leader, and 2) peer counselors--the students who learn to work in a support system advising and assisting one another.
- Since the first group was initiated (at Shawheen Valley Regional Vocational Technical School) three years ago, the dropout rate of students from non-traditional shops has fallen substantially and the number of new students entering these areas has more than tripled.

A series of four booklets which address the support group concept for students in non-traditional vocational programs has been produced by Massachusetts Project SCOPE. (See appendix)

Student Education

The U.S. Equal Employment Opportunity Commission (EEOC) Guidelines on Sexual Harassment as a form of Sex Discrimination state their belief that:

- Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent incidences of sexual harassment from

> occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.

With regard to students, two specific approaches to preventive education can be taken. First, administrators can encourage use of the curricula provided in this report in a variety of courses. Particularly in vocational technical schools, it should be kept in mind that high school is often the last formal educational environment. Thus, students need to be prepared for the work world where discriminatory attitudes and behaviors are no longer tolerated.

Secondly, incorporating a discipline code on sexual harassment into student handbooks can provide another forum for educating students. A publicity campaign should accompany the adoption of this code. Thereafter, discussion of the discipline code and an explanation of sexual harassment can become part of orientation for all entering students.

The model student discipline code on sexual harassment which follows was developed by the Department of Education Task Force on Sexual Harassment, in collaboration with students from the Central Massachusetts Student Service Centers in West Boylston, Massachusetts.

A suggested Discipline Code on Sexual Harassment

What is Sexual Harassment?

Sexual harassment in school is unwanted sexual attention from teachers, other adults, students or anyone else the victim may deal with in school or at school-related activities. The range of behaviors includes: leering, pinching, grabbing, suggestive verbal comments, and pressure for sexual activity. Attempted rape and rape are the most physically violent forms of sexual harassment. Sexual harassment also carries the message that if the victim does not comply with the harasser's demands, there may be retaliation. Incidents of sexual harassment may occur only once; sometimes they are repeated; often the situation gets worse if it is not stopped.

Because this is such a serious matter, sexual harassment in any form is forbidden in this school. It can cause serious physical or psychological damage to students or staff, affecting grades, attendance, performance and pride in one's work.

The following behaviors are not allowed:

- staring or leering with sexual overtones
- spreading sexual gossip
- unwanted sexual comments

- pressure for sexual activity
- any unwanted physical contact of a sexual nature

What should I do if sexual harassment happens to me?

If you are a victim of sexual harassment, talk to an adult in the school as soon as possible. Begin with a person in authority who is closest to the problem. For instance, if a student is harassing you in a classroom, approach the teacher in charge. Explain the incident and ask for help. Avoid solving the problem alone. Remember that you are the one who decides what is unwanted sexual attention and that the purpose of any discipline is to prevent further incidents.

How will the school handle this problem?

Because dealing with sexual harassment is a new issue for this school and for our society, any discipline will include an educational component. Sometimes the harasser may not be aware of the effects of sexual harassment on the victim, or there may be some confusion about the difference between flirting and sexual harassment. A little "consciousness-raising" may go a long way.

If a student is accused of sexual harassment, he or she will have a hearing with the assistant headmaster. The purpose of the hearing is to decide if sexual harassment has taken place. Also present will be advocates to represent both the accused and the victim. Depending on the circumstance, the victim may also be there. These advocates will be chosen by the victim and the accused, and they may be the Title IX/622 Coordinator, a guidance counselor, or anyone else in school familiar with the issue. It is strongly recommended that the advocates be the same as their counterparts. Because this is such a delicate matter, each incident will be handled individually and as confidentially as possible. The purpose of this discipline will be to prevent further incidents. Although there are no hard set punishments, when they do occur, they may be quite serious.

If the assistant headmaster and the advocate determine that sexual harassment has actually taken place, the accused will participate in a discussion on the nature of sexual harassment in school and the workplace. Further disciplinary action may occur, depending on whether or not this is a first incident and how serious the harassment is.

What are the punishments for sexual harassment?

The range of discipline includes:

- participation in (a) session(s) on the problem of sexual harassment in our culture and in our school

- detention
- research or other academic work on the topic of sexual harassment
- apology to the victim
- further counseling
- suspension (number of days similar to other serious offenses)

If the accused harasser is an adult staff member, the headmaster will establish a hearing similar to one for a student, including arranging for an advocate and respecting due process. The range of discipline in this case may include discussions with the headmaster and/or superintendent, or further disciplinary actions, possibly dismissal, depending on the seriousness and frequency of incidents.

Training Programs for Teachers, Guidance Counselors, and Administrators

Specific training programs tailored to the roles and responsibilities of teachers, guidance counselors and administrators are essential if a school seeks to reduce its rate of sexual harassment. Given the recent definition of sexual harassment as a social problem, and as illegal behavior, all adults are entitled to workshops that afford them an opportunity to clarify their own values and attitudes. Many of the activities described in Section 6 as part of curricula are appropriate for use with adults. Workshops for teachers, guidance counselors and administrators should include:

- definitions of sexual harassment in education and employment (see pages 9-12)
- examples of sexual harassment in high schools (see pages 1-6, 54-60)
- clarification of myths that perpetuate sexual harassment (see pages 13-15, 16-18)
- legal rights of victims and legal responsibilities of educational personnel (see pages 19-23)
- consequences of sexual harassment for victims and for the school as a whole (see page 7)
- school policies and procedures (see pages 26-30)

In addition, specialized information should be offered. For teachers, training should also include:

- guidelines for recognizing sexual harassment in classrooms
- suggestions of methodology to incorporate sexual harassment into existing courses
- appropriate intervention strategies in sexual harassment situations

Guidance counselors should made aware of:

- crisis intervention and crisis resolution as it applies to sexual harassment
- models for designing sexual harassment intake forms
- effective methods for receiving and documenting sexual harassment complaints
- facilitation techniques for support groups for students pursuing educational programs and careers deemed non-traditional for their sex

- facilitation techniques for group guidance sessions for victims of sexual harassment

Administrators could benefit from specialized instruction in:

- case law on the responsibilities of school personnel
- effective investigative mechanisms in sexual harassment cases, including corroboration, victim and witness protection from retaliation, and maintaining confidentiality without violating due process
- mediation techniques
- creative sexual harassment case resolution
- assessing the effectiveness of school policies and procedures.

The Resource Section provides suggestions for consultants, print and non-print materials which can be of assistance in designing training programs. See Appendix A following the Resource Section for a report of a student workshop on sexual harassment.

SECTION 6—CURRICULUM MATERIALS AND ACTIVITIES

Why Inform High School Students about Sexual Harassment?

Research cited in Sections 1 and 3 confirms that sexual harassment is a widespread problem in both schools and workplaces. School administrators are legally responsible for preventing it and risk costly law suits if they neglect this responsibility. Sexual harassment is a denial of equal educational and economic opportunity, and may have severe social and emotional consequences. Many high school students have already experienced sexual harassment in school or at their jobs, and others are likely to encounter it in college or post-graduation jobs.

Women in all age groups, including the over 55 category, reported significant amounts of sexual harassment in the U.S. Merit Systems Protection Board survey of federal workers cited on page 16 however, young women entering the work force appear to be sexually harassed most often. In this same survey, women in the age 16-19 category reported the highest incidence of sexual harassment of any group. THE FACT THAT YOUNG WOMEN SEEM TO BE THE MOST FREQUENTLY CHOSEN TARGETS OF SEXUAL HARASSMENT INCREASES THE IMPORTANCE OF TEACHING THEM WAYS IN WHICH TO RESPOND TO THE PROBLEM WHILE THEY ARE STILL IN HIGH SCHOOL.

Several factors converge to increase the vulnerability of young women. Two such factors are their lack of strong work histories and their concentration in positions of low status. For example, a young woman may consider a training position she has obtained to be very important, but at least until she has completed the training she is "expendable" in the employer's eyes. Her position makes her extremely vulnerable.

No one can be faulted for lacking work experience, having low status in the workplace hierarchy, or wanting to be in a training program; these are not reasons for sexual harassment. Yet these characteristics of young workers combined with the myth that young women are "always" seductive of older men, add to younger women's vulnerability and lack of protective resources.

It is important to analyze ways in which young women become the victims to sexual harassment rather than blaming them for their vulnerability to sexual harassment. Women who have been sexually harassed while enrolled in training programs for jobs non-traditional for their sex, for example, have received comments such as the following: "You asked for it, didn't you, wanting to do a man's job?" (Of course, no job is inherently male or female.) Instead of recognizing that a woman entering a field non-traditional for her sex is particularly vulnerable and may need special services, or that the men may need some preparation, the speaker blames the woman for the men's reactions.

Young men and women must learn to recognize the erroneous sort of reasoning exemplified by the above statement. William Ryan has called this kind of error 'blaming the victim.' UNLESS STUDENTS ARE SENSITIZED TO THE REALITIES OF SEXUAL HARASSMENT, YOUNG MEN MAY MISTAKENLY BLAME THEIR GIRLFRIENDS OR, IN THE FUTURE, THEIR WIVES OR FELLOW WORKERS, RATHER THAN HELPING THEM AND HOLDING THE HARASSER RESPONSIBLE FOR HIS ACTIONS. Instead, young men (and women) should be helped to recognize the underlying causes which support and encourage harassment.

YOUNG WOMEN MAY BLAME THEMSELVES. When young women blame themselves for sexual harassment, they internalize the'blaming the victim'myths. This self-blame is extremely damaging; it intensifies the woman's emotional distress and prevents her from taking action or finding support.

FINALLY, STUDENTS MUST LEARN THAT SEXUAL HARASSMENT IS A KIND OF BEHAVIOR THAT CANNOT BE TOLERATED IN EITHER SCHOOLS OR WORKPLACES, AND THAT IT IS ILLEGAL IN BOTH PLACES. It is crucial to sensitize young men to the severe effects their seemingly "innocent" actions may have on young women and to help them understand the difference between sexual harassment and flirtation. Such behavior represents unacceptable educational performance. As stated by Ronald Fitzgerald, Superintendent-Director of Minuteman Regional Vocational Technical School District (Lexington, MA):

> EDUCATORS ARE RESPONSIBLE FOR ENSURING THAT SEXUAL HARASSMENT AND OTHER FORMS OF DISCRIMINATION ARE AS UNACCEPTABLE AS FAILING A WRITTEN FINAL EXAMINATION IN A COURSE. OTHERWISE, SCHOOLS WILL NOT BE FULFILLING THE TASK OF BUILDING POSITIVE CITIZENSHIP SKILLS BY INTERRUPTING DESPICABLE CYCLES OF HARASSMENT AND DISCRIMINATION.

Goals of the Curriculum

These curriculum materials and activities have been developed to:

- encourage students to clarify their definitions of sexual harassment and articulate the differences between sexual harassment and flirtation;
- provide students with information that corrects prevalent myths related to sexual harassment;
- inform students of their legal rights and responsibilities;
- help students learn to respond to sexual harassment when it occurs;
- promote an understanding of the dynamics of sexual harassment as a social problem.

The materials and activities have been designed to be included with course work on related issues such as

- sex stereotyping,
- workers' rights,
- violence in American culture.

One goal of the sexual harassment curriculum is to enhance or supplement the curriculum in these and other related courses.

Finally, these activities and materials are designed to encourage learning the basic skills of writing, speaking, and the presentation of rational arguments, in the context of teaching students about a topic of immediate interest to them.

Where to Use These Materials

Where it is appropriate to use these materials will, of course, differ in each school. These are some possibilities:

- Social studies courses such as Social Problems, Sociology, Women's Studies;
- "World of Work" or other career education courses;
- Health courses;
- "Related" courses for vocational school students;
- Support groups for students enrolled in shops nontraditional for their sex;
- Workshops, assemblies or related student council meetings set up to explain a student discipline code or school policy on sexual harassment;
- Specialized workshops set up by a department head or guidance counselor for those students from several classes who are interested in the subject or who may be particularly affected by sexual harassment; and
- Any other course, minicourse, or group guidance sessions in which issues such as the following are discussed: peer relationships, masculinity and femininity changing roles of women in the work force, violence in American culture, or workers' rights.

Tips on the Presentation of These Activities

Based on presentations to students in workshops and classes during 1980-1981, the following are tips and perspectives for educators who want to use these activities:

- Students find it easier to begin talking about this very complicated issue by sharing their perceptions of the kinds of sexual harassment that happen in schools. For this reason, the curriculum activities that follow are sequenced with the assumption that the teacher will first discuss sexual harassment in school and then sexual harassment in the workplace.

- Discuss thoroughly the definitions of sexual harassment and the "myths and realities" about the issue. This background is necessary for any substantial discussion of the topic.

- Create an atmosphere that accepts differences between students, and between students and teachers. Because the definition of sexual harassment incorporates a subjective perspective--those behaviors that are unwanted by the victim--and because different people respond differently to different behaviors, students must come to hold reasonable views which both reflect their own life situations, personal and cultural backgrounds, and similarly respect those of others whose personal and cultural backgrounds are different.

- The presence of students, particularly males, who have been trained as co-leaders of curriculum activities about this topic, may help diffuse some anxiety and defensiveness. In the pilot test year, the students trained as co-leaders of workshops on sexual harassment conducted for students, were very effective.

- In some schools, teachers or administrators are wary of talking about sexual harassment that takes place in school, and they are especially wary of discussing sexual harassment of students by adults. In fact, many administrators are sympathetic to addressing the issue because of their legal responsibility for preventing sexual harassment and because of their concern for students. Therefore, they are looking for careful ways to present the issue. If it is necessary to convince others of the appropriateness of talking about sexual harassment before introducing the topic into the curriculum, the following are some approaches to use:

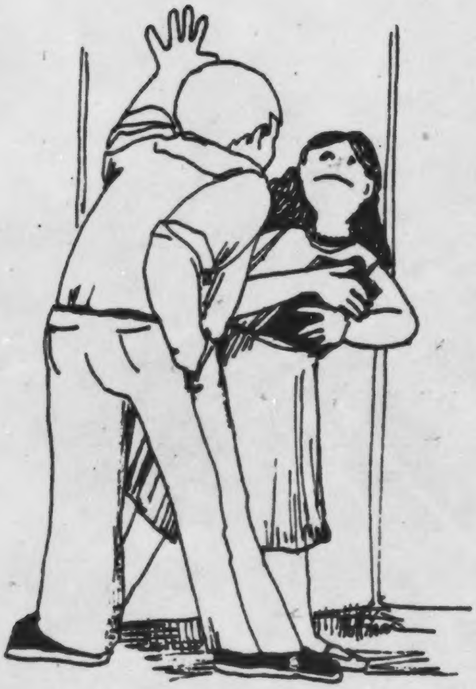
  * Discuss the legal responsibilities and liabilities of Schools. (See Section 4)

  * Present the arguments at the beginning of this section for teaching high school students about sexual harassment.

  * Note that these curriculum activities and materials have been designed to help prevent both student-to-student and

staff-to-student sexual harassment. Although activities about in-school sexual harassment are most focused on student-to-student incidents, because these appear to occur more frequently than staff-to-student incidents, they encourage early reporting of all incidents regardless of the perpetrator. Such early reporting allows administrators and guidance counselors to intervene in instances of "confused signals" between students and staff to clarify the situation. In cases of actual problems, early intervention may prevent an escalation of the situation to more serious difficulties.

- These activities stimulate discussions of a number of related topics such as sexual pressure on dates, other forms of sex discrimination, and other kinds of violence against women. The bibliography includes suggested readings on these and other topics related to sexual harassment. Of course, which discussions occur will depend on how comfortable students feel with one another, what kind of class it is, and what the teacher is interested in pursuing with students.



TWO-DAY AND FIVE-DAY UNIT OUTLINES

The following outlines suggest ways to organize some of the materials and activities in this curriculum into short units of two or five days, in 40-45 minute class periods. All activities included in these outlines are fully described in this section of the booklet.

- Two-Day Unit

Day 1: Introduction to the Topic and Definitions of Sexual Harassment

Questionnaire on Sexual Harassment: (5-10 min.) to fill out and hand back

Definitions Activity: For the remainder of the period. Include information on laws prohibiting sexual harassment.

Possible Homework: Follow-up Activity #3 to "Susan in the Shop" to introduce students to school policies and discipline codes.

Day 2: Responses to Sexual Harassment; Myths and Realities about the Issue

Escalating Vignette: "Susan in the Shop"	(20-25 min.)
Myths and Realities Discussion using Answers to Questionnaire	(20-25 min.)

- Five-Day Unit

Day 1: Introduction to the Topic and Definitions of Sexual Harassment

Same as in Day 1 above

Day 2: Responses to Sexual Harassment in School

Escalating Vignette: "Susan in the Shop" with Follow-up Activities

#1, #2, or #3

Day 3: Myths and Realities about the Issue; Dynamics of Workplace Sexual Harassment

Myths and Realities Discussion using Answers to Questionnaire	(25-30 min.)
"Louise the Waitress" or Follow-up Activity #1 to Myths and Realities	(15-20 min.)

Day 4: Ways to Respond to Sexual Harassment in the Workplace

Three-part Role Play

Day 5: Ways to Prevent and Address Sexual Harassment as a Social Problem

Million Dollar Exercise	(30 minutes)
Summary and Transition to Next Topic	(15 minutes)

PART A: OPENING ACTIVITIES

Purpose: To start students thinking about sexual harassment and its causes.

Time: 5-10 minutes for the questionnaire; discussion of alternatives will require more time.

Introducing the Unit

Sexual harassment can be introduced in the classroom either as a legal issue, a current event, or a social problem. It is illegal in schools and workplaces. It is an issue that has been in the newspapers a lot recently. Surveys and reports from people who have been sexually harassed seem to indicate that it is a problem in almost all schools, colleges, and workplaces.

Description of the Opening Activity

Pass out copies of the "Questionnaire on Sexual Harassment" (see next page). Tell the students to answer on the basis of their initial reactions and not to put their names on the questionnaire; for the time being, it is just intended to raise some questions for them. After they fill it out, collect the questionnaires and indicate that the class will discuss them later. Keep a tally of the students' answers to compare with tests given at the end of the unit.

Note to the Teacher: For a correctly completed questionnaire see Part C of this section.

Alternative or Additional Opening Activity

- Hand out an article on sexual harassment from a local newspaper or from a magazine for students to read and discuss.
- Show one of the films or videotapes listed in the resources section. Note: most of these films require some preparation in order to provide a context for viewing them. For example, in earlier class sessions, the topics of violence or sex stereotyping might be discussed. Then these films might be useful transitions to the topic of sexual harassment. Preview the films in order to determine the ways in which the class could best relate to them.

QUESTIONNAIRE ON SEXUAL HARASSMENT

1. Sexual harassment affects _____% of the female work force.

	Agree	Disagree
2. Sexual harassment is a problem for female students in schools.	_____	_____
3. Men harass women because they are young and attractive.	_____	_____
4. Women of all races are equally subject to sexual harassment.	_____	_____
5. Only peope in authority, bosses and supervisors are in a position to commit serious sexual harassment.	_____	_____
6. In most sexual harassment cases, the woman invited the advance by her dress or behavior.	_____	_____
7. Sexual Harassment is just an interpersonal problem.	_____	_____
8. Currently, remedies exist to adequately handle sexual harassment cases.	_____	_____
9. Men are sexually harassed as often as women are.	_____	_____
10. The best way for a person to handle sexual harassment is to ignore it.	_____	_____
11. Sexual advances should only be considered sexual harassment if they are repeated--that is, not if they are one-time occurrences.	_____	_____
12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.	_____	_____

PART B: DEFINITIONS OF SEXUAL HARASSMENT

Purpose of the Activity

- To generate lists of behaviors that students think might be examples of sexual harassment.
- To distinguish sexual harassment from flirtation.
- To increase students' awareness and comprehension of victims' and legal definintions of sexual harassment.
- To ease students into talking more comfortably with each other and the teacher about the subject of sexual harassment.
- To give the teacher a sense of what students think about the subject.

Time: About 30 minutes

Summary of the Activity

Students, working in small groups, will generate lists of behaviors based on questions asked by the teacher. In small groups and large groups they will work on drawing the distinctions between sexual harassment and flirtation. The teacher will present definitions of sexual harassment from this booklet.

Background for the Teacher

See Section 2 of this booklet and the general references on sexual harassment in the Bibliography.

Detailed Description of the Activity

Begin by introducing the activity with a statement such as the following:

> "One of the reasons that sexual harassment is a difficult issue, is that it's hard to define. Not everyone agrees about which behaviors are sexual harassment and which aren't, and it's important that each one of you think about your own definition. It's also important that we understand what each other is talking about before we go on to discuss more about the problem of sexual harassment.

What I want you to do is to work with other students in the class, and come up with a list of sexual harassment behaviors that you think occur in schools or that you've seen around school. I also want you to make a separate list of the behaviors you think are flirtation."

Divide the students into groups of about 6-10 each. Make sure each group has one or two large sheets of paper or newsprint and a magic marker. In order to separate the sexual harassment behaviors from flirtation behaviors, instruct them to draw a line down the center of the paper to create two columns. Read these or similar instructions and questions to the students to help them generate the lists. If necessary, give them one or two examples to get them started. In addition, write these instructions on the board or hand each small group a copy:

- "What sorts of behaviors take place between young men and young women? List some of those that you think might be sexual harassment, and those that might be flirtation."
- "It might help you to think about the different kinds of behaviors that happen in different places or at different activities around the school, such as in the classrooms, hallways, locker rooms, gym, shop, or at extracurricular activities like clubs and sports. Also think about who the different people are who might harass (or flirt) and be harassed (or flirted with) in these different circumstances. For example, what happens when a young woman passes a group of young men in the hallway between classes."
- "List any general characteristics by which you distinguish sexual harassment and flirtation."
- "Pick one person in your group to read the list to the class when we get back together."

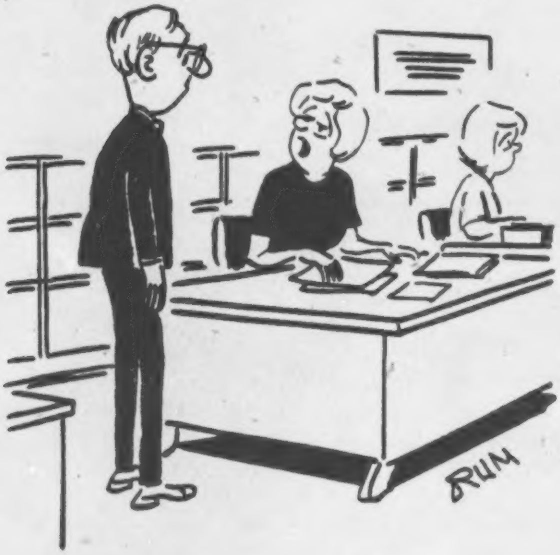
After the whole group gets back together again, and lists from each group are read, ask the class to comment on the outstanding similarities or differences in the lists. Discuss the components or dynamics that change a situtation from flirtation to sexual harassment, and why a behavior may be sexual harassment in some situations and flirtation in others. Make the point that flirtation relates to sexual attraction, while harassment does not.

Duplicate and hand out copies of the definitions of sexual harassment included in this booklet; explain them to the students. The two major points to emphasize are:

1) Even the legal definition reflects the victim's point of view--what matters is what is offensive to or unwanted by the victim, not what the

harasser thinks. This means that personal and cultural differences about what are appropriate behaviors in different situations are incorporated into the definition. The definition is subjective in this sense.

2) The element of power or control enters into a definition of sexual harassment--that is, people can't just leave the situation or say "get lost" to harassers without some consequences or repercussions. For example, if a young woman is sexually harassed by young men in one of her classes, she would have to cut the class in order to avoid them.



"Sure I realize what it means to work under you. That's why I asked for a transfer."

UAW Ammunition/opf

PART C: MYTHS AND REALITIES RELATED TO SEXUAL HARASSMENT

Purpose

- To elicit and reveal the assumptions and myths which relate to sexual harassment and prevent students from standing up for themselves or others if they are harassed.
- To present basic information, statistics, and a perspective about sexual harassment.

Time

- Filling out the Questionnaire on Sexual Harassment (if not done already) 5-10 minutes
- Discussion of answers to the Questionnaire 20-35 minutes

Background for the Teacher

A correctly completed questionnaire follows the detailed description of this activity. The completed questionnaire refers the teacher to explanations of the answers. It emphasizes points that should be covered and information to be given to the students. See also Section 3 on pages 16-18 and the general references on sexual harassment in the Bibliography.

Detailed Description of the Activity

- Have the students fill out the "Questionnaire on Sexual Harassment" if they have not already done so.
- Randomly hand back the questionnaire to the students. The goal is for each student to have another person's paper in his/her hands and to "pretend" that those answers reflect his/her own opinions.
- Go over the questions with the students. For the first question, ask them to raise their hands to indicate the range within which the answer on the paper they have, falls--a) 0 to 10%, b) 10-20%, etc. For the remaining questions ask them to raise their hands to indicate whether the person whose paper they have agrees or disagrees with the statements on the questionnaire.

- If all the students responded to a particular statement in the same way, ask several of them to say why they responded in the way they did or why they did not choose the opposite answer. If some answered "Agree" and some "Disagree," ask them to imagine why someone might believe that statement was true or false. If only one person gave the wrong answer, that person will not be exposed and embarassed by this procedure. In this way, students may discover the myths which lead to false statements.

- For those statements about which there is considerable disagreement, as an alternative to asking students why anyone would have responded in a particular way, try asking particular students to debate the truth of the statements. Students are to defend the position represented by the papers in their hands, or they may volunteer to defend either side. Conclude this activity by giving students correct information.

Follow-Up Activities

- Duplicate and hand out the subsection of this booklet called "Sexual Harassment: Myths and Realities." Ask students to write an additional "myth and reality" statement related to sexual harassment in the format of the handout.

- At the end of the unit the sexual harassment questionnaire, or a reworded version of it, could be given out again as a post-test for attitude change. Ask students to say what they really think, and not to write their names on their papers.

- If a regular test on the unit is required for grading purposes, some of these questions could also be incorporated into it.

- Have students conduct some research on the status of women in the work force. The Women's Bureau of the Department of Labor in Washington, D.C. has information on this topic. Changing Learning, Changing Lives (see Bibliography) includes a section on "Women and Work." Students might look at historical questions such as how women's work has changed in the last century. See Mary Bularzik's "Sexual Harassment in the Workplace" (see Bibliography) for a historical study of sexual harassment in relation to changes in women's roles.

CORRECT RESPONSES TO THE SEXUAL HARASSMENT QUESTIONNAIRE

1) Sexual harassment affects 88% of the female work force.

In a 1976 survey in Redbook magazine, 88% of the 9,000 respondents reported that they had experienced one of more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives. (See Section 3)

	Agree	Disagree
2) Sexual harassment is a problem for female students in schools.	X	

As described in Section 1, sexual harassment has been reported by significant numbers of high school women. It has detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

	Agree	Disagree
3) Men harass women because they are young and attractive.		X

(a) Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey, including women of all ages, races, occupational categories, educational levels, and salary levels, represented in the federal work force, demonstrates that sexual harassment is not caused by characteristics of victims. (See the introduction to this section for a discussion of "blaming the victim.")

(b) Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostilty and/or power expressed in a sexual manner; it is not an expression of attraction.

Agree Disagree

4) Women of all races are equally subject to sexual harassment. ____ X

Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment, are not only examples of "blaming the victim" but also myths which increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.

5) Only people in authority, bosses and supervisors are in a position to commit serious sexual harassment. ____ X

Co-workers, clients, and customers can also harass women at the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss--or already have the boss's support. Students can make school intolerable for their peers, just as co-workers can.

6) In most sexual harassment cases, the woman invited the advance by her dress or behavior. ____ X

(a) To repeat the point above, sexual harassment is not motivated by sexual attractiveness.

(b) Of course, women like to dress attractively; that does not mean that they want to attract everyone or that they are looking to be sexually harassed.

(c) Often women are expected to act or dress seductively both to get and keep their jobs.

(d) This is another example of "blaming the victim."

7) Sexual harassment is just an interpersonal problem. ____ X

Agree Disagree

(a) A firm "no" does not discourage all sexual harassment. Therefore, the problem cannot be "just a misunderstanding." (See also the text of Section 3.)

(b) Legally it is the responsibility of schools and employers to address the problem--it is not just a "private" matter.

8) Currently, remedies exist to adequately handle sexual harassment cases. ____ X

Society continues to view sexual harassment from a double standard. While the sexual harassers are tolerated--boys will be boys--the women victims bear the brunt of the blame. Personnel managers, union representatives, human right agencies, courts, and legislators reflect these discriminatory attitudes. Women who seek assistance from these sources to stop sexual harassment are frequently placing themselves at risk of humiliating indifference, ridicule, or even further sexual insinuation and harassment. Nevertheless, it is important to use these channels where possible. "Adequate" is the key word in this statement.

9. Men are sexually harassed as often as women are. ____ X

In the 1980 Merit Board survey 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation. (See Section 3 for additional information on differences between men and women.)

10. The best way for a person to handle sexual harassment is to ignore it. ____ X

See the "escalating vignettes" in the curriculum section--sexual harassment which is ignored often escalates. It is important to take some action in order to let the harasser know that

Agree **Disagree**

his attention is unwanted and to alert other people to the problem.

11. Sexual advances should only be considered sexual harassment if they are repeated--that is, not if they are one-time occurrences. ____ X

A demand from a boss that a woman sleep with him in order to keep her job, need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say "no" without fear of economic or educational consequences.

12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment. ____ X

See Sections 2 and 4--even in the courts it is the victim's perspective, not the harasser's, which matters.

PART D: RESPONSES TO SEXUAL HARASSMENT

Purposes

- To refine student understanding of the definitions of sexual harassment.
- To emphasize that sexual harassment may escalate and should not be ignored.
- To expose students to the options they have for responding to incidents of sexual harassment.
- To help students learn to evaluate these options.

Escalating Vignette: "Susan in the Shop"

Time: "Susan in the Shop" (20-25 minutes)
Additional time for follow-up activities or extended discussions.

Summary of the Activity

In this escalating vignette, students decide what they would do if they were Susan, an auto shop student, who is being sexually harassed. The vignette is based on an actual case of sexual harassment. The case has been divided into three sections. After each section, students vote to indicate what they would do if they were Susan. Among themselves, students also discuss their different choices. The teacher points out possible risks and favorable outcomes of the options.

The Vignette

A. Susan is a sophomore at a vocational high school. She has decided to study auto mechanics. Susan is the only young woman in the shop. Within the first week she noticed that most of the young men would not sit near her during class and when the first project was assigned, none of the young men would work with her. So she was the only one in the class who had to work alone.

The students now choose options (see below).

B. Susan began work on her project alone. During the week her project was sabotaged daily and her tool box was hidden. Due to the tampering she was unable to complete it on time and this affected her grade.

The students now choose options (see below).

C. Many of the young men began pinching and patting her and subjecting her to other unwanted physical attention. Her clothes were repeatedly splashed with grease. Finally, Susan was locked in the changing room with one of the young men from her class. She was frightened and screamed. At that point, someone unlocked the door.

The students now choose options (see below).

Options	A	B	C
Talk to your best friend.			
Talk to your boyfriend (girlfriend).			
Talk to your teacher.			
Talk with your guidance counselor.			
Talk to the principal.			
Talk with other students in non-traditional shops.			
Talk to your parent or guardian.			
Ignore the incident.			
File an official complaint or take legal action.			
Drop out of the auto shop.			
Other (explain)			

Write the above options or choices (and any others appropriate to your school) on the board for the students. After each option, leave room for the three columns "A," "B," and "C." When the students vote, write the totals for each option of each of the 3 sections in the columns. Compare the totals after the completion of all voting.

Detailed Description of the Activity

- Introduce the activity with a statement such as the following:

  "Today we are going to think about some of the actions people can take when they are sexually harassed. I am going to read a three-part story about a real case that happened to a student in auto shop. After I read each part of the case, I will ask you to vote about whether you think what's happening is sexual harassment or not, and what you would do about it, in any event. The list of choices for what you might do about it are on the board. You will vote for your first two choices--the two things you think are most important to do."

- After students' votes have been taken for all the options in a section, ask them to discuss why they chose the options they did. Encourage them to debate options with each other, if they disagree. Ask for someone who voted for and against each option (or at least the ones which seem most significant for that section) to speak. Some questions for students to answer and discuss are:

  * Why did you choose to talk to the person that you selected?
  * Why did you choose not to talk to the people you didn't select?
  * How do you think that person would react? What would he or she do?
  * What risks are you taking in talking to that person?
  * What risks are you taking by not talking to someone else?

- After the voting for each section, also ask students whether they think that the behavior so far is sexual harassment. Ask them to discuss the reasons that they think it is or is not sexual harassment, and what makes the difference in each section.

- To conclude the activity, emphasize the following points:

  * Sexual harassment tends to escalate. Don't ignore it.
  * Let the harasser know you don't like the behavior or comments. If necessary, have someone else talk to the harasser with you or for you. You may want to tell him in writing.
  * Keep a record or a diary of the events that happen. Include dates, times, places, kinds of behaviors, your responses, how the harasser reacts to your responses, any witnesses. Save any notes or pictures you get from the harasser.
  * Find supporters and talk with them about what's happening. Friends, parents, teachers, counselors, administrators, women's groups, and outside agencies, can all help. The point is to find someone you can trust, and someone who will take the kinds of action you want.

- After all the voting is completed, discuss significant ways in which the students' responses change as the behaviors escalate. For example, ask students to explain why their choices shift from talking with peers to talking with school personnel. In addition, explain to them that ignoring the first incident limits the support and evidence that they can gather for themselves. Additional points to emphasize to the students are included in the "Notes to the Teacher" below.

Notes for the Teacher on"Susan in the Shop"

- The voting portion of this activity could also be done in small groups. Each group will need a leader--perhaps a student volunteer--so that students can vote for each section before they know what happens in the next section. Ask each small group to reach consensus on the two choices they think are most important to do. Then have the groups report back. Ask them to note any decisions that were particularly hard to make. Discuss these decisions and any differences which emerge between the groups. The question of whether the behavior in each section is sexual harassment, or when it becomes sexual harassment, can be given to the small groups, or introduced after the class gets back together for the whole group discussion.

- The option "file an official complaint" will need explanation. This option could mean filing under Title IX, or bringing civil or criminal charges against the students or school (see Section 4). It can be explained either before or after students vote. A reason to wait until after the activity is that sometimes students say "file a complaint" or "take legal action" without any idea of what action is possible. In that case, ask them what action they would pursue to find out their assumptions about what they can do or what it is the legal system would offer them. Conclude by explaining what the legal system can in fact offer.

- In the actual case on which this vignette is based, "Susan" initially found that talking with other young women who met in a support group for students in shops non-traditional for their sex, was most helpful. She talked about what was happening, found out which school staff members might help her, and became less isolated and scared.

- Teachers who have been involved in this activity have felt that it was "unprofessional" for the teacher in the story to have been so unaware of his/her classroom and to have let Susan work alone. They felt that in this situation eveyone should have rotated partners, or the students should have worked in groups of three. By incorporating "Susan" into shared projects with the young men, the teacher might have helped the young men to get to know her, and the tension might have been eased. The teachers believed that the problem in the first section rests with the shop teacher, not with the young men. Moreover, they felt that the shop teacher should have prevented the assault that is described in the third part of the story. This suggests that the best option in the first section, in addition to talking to other young women in non-traditional shops, would be to talk to a guidance counselor, or some other administrator, and have that person talk to the teacher involved. Furthermore, if the student had gone earlier to her counselor or an administrator, she would be in an even stronger position to complain after the assault. Even though most teachers felt that it was "unprofessional" to allow such an incident to happen, it could be argued that the teacher was unaware of what was happening in his/her classroom; however, this argument could not be made if the teacher had been notified by the student to be on the lookout for possible trouble. With notification, the teacher might have been better able to prevent the assault altogether. Emphasize these points to the students.

- An issue which is likely to arise about the definition of sexual harassment is whether the behavior in the first two sections is "sexual harassment" or "sex discrimination." In the first section, students may also feel that the behavior is not severe enough to be either. In the first two sections "Susan" is discriminated against because of her sex; not until the last section does the "sexual attention" that is involved in sexual harassment begin. After all three sections have been read, the behaviors can be seen as part of an escalating pattern of both sexual harassment and sex discrimination. Students need not agree on precisely where to draw the boundaries between the concepts. See Section 2 for an explanation of the relationship between these concepts.

Follow-Up Activities to "Susan in the Shop": A Fuller Discussion of Both School and Workplace Options

1) Tell the students more about the various options they have for individual and group actions. For example, if

appropriate, talk about forming support groups (see Section 5 for information on this and other ideas). If a discussion on workplace sexual harassment has begun, point out ways in which working women have organized informally. (One example is of the group of secretaries in one workplace who were all sexually harassed by the same boss. Their strategy was to accompany each other, in pairs, into his office. If he insisted on one secretary coming into his office alone, the other ones would open his office door from the outside. No secretary was ever left alone in his office with the door closed. P.S. He left that job two weeks after the secretaries had begun their anti-harassment campaign.) Discuss the legal options that both students and workers have, as outlined in Section 4.

2) Using the student reports of cases in Section 1, or similar cases, ask the students to brainstorm responses to sexual harassment in school. A useful resource entitled Changing Learning, Changing Lives (pp. 183-4)* contains descriptions of some cases which could be used to shift the conversation to workplace sexual harassment, if desired. Instead of brainstorming responses as a class, students could write a paragraph or a list of three possible responses to a sexual harassment case, as an in-class writing assignment. Then, any students who wish to share their writing with others could read it aloud. Some students may want to share personal experiences, or those of relatives or friends. The following questions are often useful for developing discussions of cases:

- How would you feel in this situation? What would you be most concerned about?
- What do you think is going on for the harassers?
- What would you do (or recommend)?
- What if this were your friend, a student in your class, or someone you had to work with very closely, and you disagreed with what she wanted to do--would you still support her? How?
- Is it important that students and co-workers support each other?
- Could such an incident be prevented? How?

Watch out for "blaming the victim" myths with this last question.

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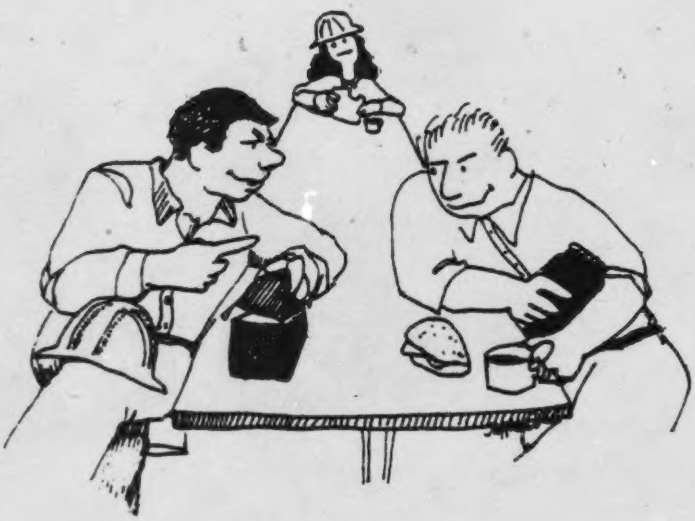
*See Resource Section 7

3) Hand out a copy of the sample school policy or discipline code included in Section 5 of this booklet, or use one from your school. Ask students to write short answers to these questions, or to discuss them as a group: "Do you think it would be/is good to have policy/code like this at __________ School? Why or why not? What else, if anything, do you think schools should do to address the problem of sexual harassment?" (This assignment is also good preparation for the "Million Dollar Exercise.")

4) Do the "Louise the Waitress" vignette, in order to shift to a workplace focus as well as to reinforce the ideas behind this vignette.

5) Do the "Three-Part Salesclerk Sexual Harassment Role Play" to further develop a sense of workplace sexual harassment and ways to assess options.



Rachel Burger

Rachel Burger/cpf

Escalating Vignette: "Louise the Waitress"

The following vignette was developed by the Alliance Against Sexual Coercion. It can be used similarly to "Susan in the Shop," but offers a workplace focus instead. (See the instructions for "Susan in the Shop.") In this activity, students are to pretend that they are answering the phone at a hotline which helps women who are being sexually harassed, and they are responsible for giving advice to Louise when she calls. Tell them that each "scenario" of the vignette represents one phone call. Louise calls three times, and the students are to give advice after each call.

Scenario One:

Louise is a 34-year old woman who is the sole supporter of herself and her three children. She is one of four waitresses who cover the lunch rush at a restaurant in the financial district of town. After four months on the job, as Louise is picking up an order, the manager, Carl, says to the cook, "Don't you think Louise would get better tips if she wore a low-cut blouse?" Although the comment bothered her, she ignored it and went about her work.

The next week, during her break, the manager joins her and in graphic detail boasts of last night's sexual encounter with a woman he picked up. Louise is very uncomfortable with this but doesn't know what to do. What would you recommend?

- She should ingore the incident.
- She should tell him to stop.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom? (For example, the owner, the local civil rights agency, the police.)
- She should leave the job.

Scenario Two:

That Friday, as he hands her her paycheck, the manager propositions Louise. She refuses and goes to get her coat. He says, "By the way, there is an opening on the dinner shift. Big tips, you know. Do you want to reconsider my offer?" What would you recommend?

- She should accept the offer.
- She should refuse the offer, and do nothing else.

- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.

Scenario Three:

For the next two weeks he hardly talks to her. Then one day he traps her in the waitresses' dressing room, and rapes her. What would you recommend?

- She should ignore the incident; not mention it to anyone, and try to forget it.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.

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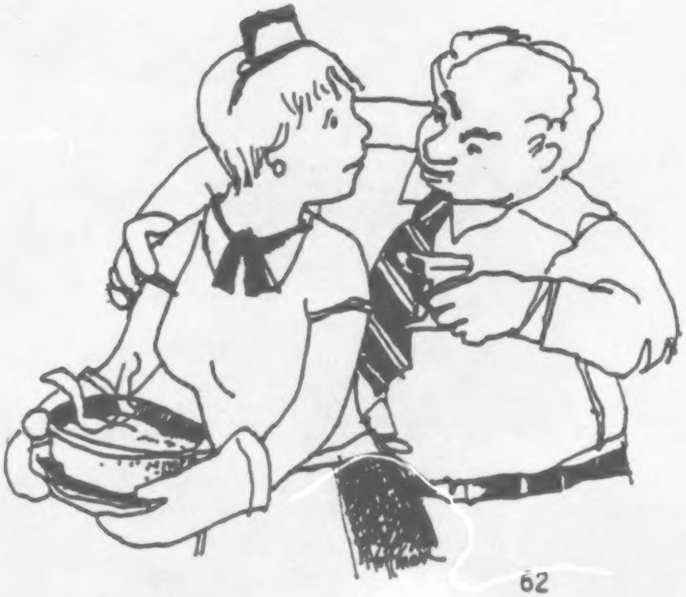

Notes to the Teacher on "Louise the Waitress"

- Ask students to vote for only their first choice option--i.e., what they think is most important for Louise to do.

- In the actual case,"Louise" went to the hospital for assistance as well as for the purpose of gathering medical evidence. From there, she called the police. She pressed criminal rape charges; however, rape is one of the most difficult crimes to prove. "Louise" had no evidence against "Carl" that could be verified by a third party except for what the cook had overhead; that was hardly enough to secure a rape conviction.

- In hindsight, had "Louise" spoken to the other waitresses about her encounters with Carl, she might have received their help. For example, she could have asked that someone always stay near her when "Carl" was around. In addition, she might have found out if "Carl" had a history of bothering other waitresses, and whether he was considered to be dangerous. The other waitresses would also have been alerted to watch for the harassment and could have confirmed her story of the events which led up to the rape. These points, along with those mentioned at the end of "Susan," should be emphasized to the students.

- Some people find the ending of this case shocking, but rape in the workplace is an important issue to discuss in class. It is true that although sexual harassment often escalates from subtle to more severe forms, it does not usually end with rape. Nevertheless, in some cases, including this one, it has.

- Cases in which sexual harassment does escalate to rape, offer powerful arguments for the use of a definition of sexual harassment that includes the full range of behaviors, including rape, noted in Section 2. These arguments, which can be presented to students, include:

  * The problem of rape in the workplace requires responses or "solutions" which differ from those needed in cases of rape that occur elsewhere. The "solutions" required, like those needed for other forms of sexual harassment, must take into account that a woman who is raped at work must either get her rapist fired, face him daily, or leave the job herself, possibly without a recommendation and without being able to include that job in her work history. (The latter happended to Louise.) "Solutions" to rape in the workplace, like "solutions" to other forms of sexual harassment, must protect the victim's economic well-being.

* The more subtle forms of sexual harassment may escalate to rape.

* Women who are harassed in so-called more "subtle" ways, such as comments and jokes about their bodies, on an everyday ongoing basis, report that they feel "as if they have been raped." Continuous sexual harassment, even of a verbal nature, can have very serious consequences.

Follow-Up Activities to "Louise the Waitress"

- Invite a speaker from a rape crisis center, rape prevention program, or self-defense program, to the class.
- Ask students to research the history and use of rape statues. In addition, ask them to describe the typical experience of a rape victim who decides to press criminal charges against her alleged asssailant. (See the Violence Against Women section of the Bibliography.)

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Three-part Salesclerk Sexual Harassment Role Play

Purposes

- To further develop students' abilities to assess their options.
- To encourage emphathy with the feelings of someone who is being sexually harassed.

Time: 40-45 minunes

Background on Role Plays for the Teacher

Changing Learning,Changing Lives, pp. 26-28 (see Bibliography), suggests ways that teachers can describe role plays to students who have never done them before, or who might be uncomfortable with them. In addition, Changing Learning,Changing Lives offers tips for directing role plays smoothly and for intervening if they get stuck.

Summary of the Activity

In this role play, students act out the part of Mary, Mr. Clark, and Joan. Mary is a salesclerk who is being sexually harassed by her section supervisor. First she goes to Mr. Clark, the personnel manager, to talk about the problem. Then she talks it over with Joan, another salesclerk in her section. As the descriptions of the roles indicate, Mr. Clark is not very sympathetic. He thinks Mary may have invited the behavior or at least that she is "oversensitive." Personnel managers are not always sensitive to the occurrence of sexual harassment and may believe the victim is to blame. Yet students must learn to work with personnel managers. Like other personnel managers, Mr. Clark may be the only person who can get the harasser to stop and have the backing of management, or take other actions Mary might want. In contrast to him, Joan represents someone who is sympathetic toward Mary's predicament.

Descriptions of the Roles

MARY

You are working as a salesclerk in a large department store. You've been working there for six months. You work in the candy and card departments, which are located near each other. Your immediate boss is the gift section supervisor, Mr. Martin. Lately the supervisor has begun to make comments and jokes like, "A person wouldn't need any candy around if he had you," and has begun pointing out suggestive cards that he says he thinks your boyfriend should send you. Whenever he comes over to talk to you about your job, he puts his arm around you or touches you somehow. You move away but he does it again the next time. You've told him that what cards your boyfriend sends you is "none of his business." You're afraid to say too much, and have to act somewhat friendly; otherwise, you fear, the section supervisor might make up a complaint against you and get you fired. Today he came over and told you a story about his sex life with his wife. It was very embarassing to you. You are scared about what he might do next. First you talk to the personnel manager, Mr. Clark, and then a co-worker, Joan.

MR. CLARK

You are the personnel manager for a large department store. One of the clerks selling cards and candy in the gift section has come to you to complain about the section supervisor, Mr. Martin. She says he is sexually harassing her, but you wonder whether she has instead given him mixed messages. (Maybe she has enjoyed the jokes he has made; she is an attractive woman.) You also know the section supervisor pretty well and have gone out to lunch with him often. You know he enjoys a joke but you can't believe he would do the things Mary says he does unless she invites such behaviors in the first place. You take a while with her to listen to her story in order to find out what she thinks is going on, but you let her know in the end that you believe she may have invited the behavior. You tell her that you can't do anything without more proof. In any event you don't think that what has been happening is so bad. Maybe Mary is a little oversensitive.

JOAN

You are a salesclerk in the gift section of a large department store. Mary, another salesclerk in your section, comes to talk to you after talking to the personnel manager about a problem she is having with your section supervisor, Mr. Martin. The personnel manager was unsympathetic. You ask Mary to tell you what's going on. You are sympathetic and believe her. You've seen the supervisor put his arm around Mary a couple times, although you haven't seen or heard anything else. You offer your support, find out what Mary is most concerned about, and try to help her decide what she wants to do next to stop the harassment. You discuss possible things that she might do and try to help her feel that she's neither to blame nor alone.

Background for the Teacher: Pros and Cons of the Options that "Joan" Might Suggest to "Mary"

On page 68 is a partial list of options, with some pros and cons cited, that Joan might suggest or Mary might choose. None of the options are without risks, some are better than others, but all are included as possibilities that students might suggest. Through discussion, the students may discover better options for Mary. No matter which options are chosen, the point to emphasize to the students is that whichever option is best for Mary depends on her own concerns and goals--for example, how much she wants this particular job, and what risks she and her co-workers are willing to take.

Additional Notes to the Teacher

- The sequence for the role play is to have Mary talk first to Mr. Clark and then to Joan. Make sure the students understand the order in which these conversations are to take place.

- Give each player a copy of the description of his or her role. Players should not see each other's roles. If necessary, briefly interview the players "in role" to help them prepare for their parts. (Interview each player separately.)

- Tell the student "audience" to take notes on their own responses and to jot down any suggestions they have.

- With some classes, it may help to stop or "freeze" the conversation between Mary and Mr. Clark, particularly if the players seem stuck. Then ask the student "audience" how they might feel or respond if they were Mary. The "audience" might also contribute suggestions when Mary talks to Joan. Warn the players when they are briefed, that the "audience" may be asked to participate at times.

- After the role play, ask each of the players to say how he or she felt in the role. Ask questions such as the following:

  * How did you, Mary, feel talking to Mr. Clark? What was most helpful when talking to Joan?

  * What was most difficult about playing Mr. Clark? What was easy?

  * What was most difficult and easiest about being Joan?

  Ask the students in the "audience" what they thought was the best suggestion and how they think they would have played these roles differently.

- For additional questions to use with this role play, see Follow-up Activity #2 to "Susan in the Shop."

PROS AND CONS OF VARIOUS OPTIONS FOR MARY

Options	Pros	Cons	Relevant Questions
Mary and Joan, and possibly other clerks, organize to confront Mr. Martin.	Mary and the other clerks are able to express their anger, and all unite to end Mary's isolation and the sexual harassment.	Mr. Martin still has the power to fire clerks and is likely to be supported by the store manager.	How would Mr. Martin react? Does he care how many new clerks he has to hire? Could the clerks afford to find other jobs?
Joan, and possibly other clerks, take note of Mr. Martin's behavior, so that they can act as witnesses for Mary when she speaks to Mr. Clark.	This strengthens Mary's position with Mr. Clark; it ends her isolation and may help to discipline Mr. Clark.	Mr. Clark may still not take action, or he may feel threatened.	Can Mr. Clark be convinced? How close is his relationship to Mr. Martin?
Mary transfers to another department.	She gets out of the situation but still has a job.	This punishes the victim; also, others may still be harassed and Mary may still run into Mr. Martin elsewhere in the store.	Will Mr. Clark support a transfer? What reason will he put on Mary's personnel file?
Mary has her boyfriend hang around the store more often.	She feels more secure.	If he gets angry, Mr. Martin may use Mary's boyfriend's presence as an excuse to fire her.	How would the boyfriend respond? Will he blame Mary or think she "invited" it if she tells him about the sexual harassment?
Mary finds another job.	She gets out of the situation.	This punishes her; she could be harassed again; she develops a spotty work record.	Does she like this job? How easily can she get a new one? Will she get recommendations? Why will she say she left?
Mary calls Mr. Martin's wife and tells her what he does.	If Mrs. Martin believe Mary, she might be appalled and let her husband know it.	Mary might be fired anyway, and Mrs. Martin is likely to believe her husband.	Will Mrs. Martin listen long enough to hear Mary's story? Is the description of the Martin's sex life true? How would that affect Mrs. Martin's response?

PART E: STRATEGIES FOR ADDRESSING SEXUAL HARASSMENT

The Million Dollar Exercise

Purposes

- To encourage students to think about strategies for preventing sexual harassment and for addressing it when it does occur.
- To expose students to various strategies for addressing social problems.
- To help students clarify their own values related to the choices they make about the different strategies for addressing social problems.

Time: 20 minutes in small groups, 15 minutes or longer to discuss.

Preparatory Activities for Students and Teacher

Follow-up activity #3 to "Susan in the Shop" is a possible preparatory activity for this exercise. See also Section 5 of this booklet and related readings in the Bibliography, particularly Check It Out: A Guide to Rights and Responsibilities for Massachusetts Students, (pp. 35-52); Student and Youth Organizing; and Fighting Sexual Harassment, (pp. 19-20).

Summary of the Activity

Students will work in small groups to divide $1 million dollars among programs to eliminate sexual harassment in their city or town, regional district, or state, depending on which area is most relevant to the particular class. They will report back to the class on their budgets, and cite the reasons which underlie their funding choices. The teacher will direct a discussion of the ways in which students think social change can be accomplished.

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Background for the Teacher on Strategies for Addressing Sexual Harassment

Three of the types of strategies most often proposed for fighting sexual harassment are:

1) services to victims,

2) regulatory or punitive measures directed against sexual harassers or those who have the power to control the harassers, and

3) preventive projects.

Strategies to address sexual harassment which offer services to victims are hotlines and counseling programs. Sexual harassment policies, discipline codes, and legislation exemplify regulative or punitive strategies. Incorporating sexual harassment curriculum into high school classes and training programs for workers, and then training people at each location to recognize and deal with the problem, are preventive strategies.

As programs to address social problems develop, they may combine strategies. For example, a project to set up a legal defense fund for women who want to pursue cases against institutions which tolerate sexual harassment will offer a service to victims, help clarify the regulations against sexual harassment through developing case law, and educate the public in the process of fund raising and bringing test cases.

These three categories of strategies to address sexual harassment thus represent different purposes that programs may serve. One purpose of this activity is to present these three categories of social programs to students in order to encourage them to understand and evaluate the differences between the categories.

Additional examples of programs which address sexual harassment include: producing an educational videotape or movie about sexual harassment; offering rewards for model "clean up your workplace" programs; organizing workplace or school support groups for women; teaching self-defense classes for women in schools or workplaces; organizing a public media campaign; sensitizing employers, administrators, union stewards, and other complaint managers to the issue; counseling harassers; monitoring school and workplace parking lots and installing better lighting or supervision in isolated areas; recruiting more students and workers for programs and jobs non-traditional for their sex, so that those people already in such programs and jobs will be less isolated; and educating business people about the dysfunctional nature of the "office wife" job description for secretaries.

This activity has not yet been conducted with high school students. It has been used extensively by the Alliance Against Sexual Coercion with adults, and seems appropriate for high school students. In the experience of the Alliance, adults have sometimes chosen to spend all their money on one program, such as a public media campaign. A choice such as this provokes an interesting discussion about how social change happens, particularly when such a choice is contrasted with the other groups' choices. Students may believe that they can fund everything they want with $1 million. It is not crucial that they understand the cost of various projects unless they refuse to set priorities. If so, tell them that they are underestimating costs, or ask which programs or program components they would cut if they ran out of money.

This activity asks people to budget their money to "eliminate sexual harassment." Groups respond to this activity differently, depending on differences in their perceptions of social institutions, and solutions to social problems. They will, for example, budget their money differently depending on the extent to which they think it is important to help victims, versus control or punish the harassers, versus prevent the situation from arising altogether or change underlying dynamics which cause it. Some groups may also decide that they cannot "eliminate" sexual harassment, and for that reason, they will allocate some money toward helping victims. They may also consider that when victims stand up for themselves, they are beginning to eliminate the problem.

Detailed Description of the Activity

- Divide the class into groups of about five students. Tell them that each group is to decide on a plan to submit to the government on how to divide $1 million that has been allocated to their city, regional district, or state, to eliminate sexual harassment in that area. They might be required to spend a portion of their money on ending sexual harassment in schools and a portion on workplaces, or they might be allowed to spend it completely as they wish. Give them an example of a program in each of the three categories.

- Tell the groups that they must reach consensus on their plans. Give each group a large sheet of paper or newsprint on which to write the group's "budget."

- Tell the students that they will be expected to argue for the merits of their choice of programs. For each program they choose to support, they should answer the question: "How will this help eliminate sexual harassment?" Overall they should ask themselves: "What are the most important steps to take in order to eliminate sexual harassment? What would be our first priorities to fund?" Tell them to choose a member of the group to present their budget and their answers to the above questions.

- After the students present their ideas for programs, give their reasons for choosing those programs and discuss the differences between the groups' choices, the teacher can summarize by pointing out the three categories of strategies to address sexual harassment. Students can then categorize the programs they have funded. It might also be useful to write a paragraph on the program they think it would be most important to fund and to give their reasons. Finally, the class might engage in a discussion on the steps which are necessary for social change.

PART F: ADDITIONAL PROJECTS

- If students have become interested in questions about policies and discipline codes, encourage a small group in conjunction with teachers and administrators to create a sexual harassment policy or code for the school. The students might work through the student council or set up a separate and autonomous committee.

- By using an example of a local or national law, connect these activities to a discussion of the ways that legislative change occurs. Students could research both the general legal process and the specifics of the lobbying which took place for a statute or referendum. They could also turn this activity into a major research project on, for example, the lobbying and publicity which led to the passage of minimum wage laws, discrimination laws (like Chapter 622 or Title VII), or Proposition 2½.

- Invite speakers from women's groups, schools and universities, and the business community, to participate in a panel discussion for an assembly on sexual harassment.

- Hold a mock press conference and videotape the proceedings.

- Encourage students to write a short play or set of skits about sexual harassment and then perform them at the school or at other schools. Videotape a performance and then use the tape in other classes and training workshops.

- Encourage students to write an article for the school paper.

- Have students conduct a survey in the school about sexual harassment. (See Section 1 for discussion of original survey.)

SECTION 7—RESOURCES AND BIBLIOGRAPHY

Consultants and Organizations

Alliance Against Sexual Coercion, P.O. Box 1, Cambridge, MA 02139, (617) 547-1176.

Founded in 1976, AASC offers services to women who have been sexually harassed, trainings for schools and workplaces, and publications about the issue. AASC provided many of the materials and activities in this booklet. Contact AASC for information about the research on the sexual harassment of Massachusetts high school students that was described in Section 1, and for a copy of the sexual harassment questionnaire used to survey students in this research.

Beverly Lydiard, Chapter 622/Title IX Coordinator, Minuteman Regional Vocational Technical School District, 758 Marrett Rd., Lexington, MA 02173 (617) 861-6500.

Contact for information concerning the development and implementation of sexual harassment policies in high schools, and for curriculum activities.

Chapter 622 Coordinator/Civil Rights Specialists, Department of Education Regional Education Centers (see list on inside back cover).

Contact for information about training teachers, counselors, and administrators, and to locate student co-leaders for classes on sexual harassment.

National Organization of Women, Legal Defense and Education Fund, 132 W. 43rd St., New York, N.Y. 10036.

Students Against Sexual Harassment (SASH), Student Center for Educational Research and Advocacy, University of Massachusetts, 420 Student Union Building, Amherst, MA 01003 (413) 545-0341.

A student organization involved with sexual harassment on campus.

Supervisor of Student Service Centers, Bureau of Student Services, Mass. Department of Ed., 31 St. James Ave., Boston, MA 02116 (617)727-5754.

Contact for information about locating student co-leaders for classes on sexual harassment and for information about student discipline codes.

Task Force on Sexual Harassment, c/o Chapter 622 Team, Mass. Department of Education, 31 St. James Ave., Boston, MA 02116 (617)727-5880.

Contact to make sugestions for future work on the topic of sexual harassment and for general information.

Vocational Sex Equity Coordinator, Division of Occupational Education, Massachusetts Department of Education, 31 St. James Ave., Boston, MA 02116 (617) 727-5734.

Contact for information concerning support services for students enrolled in vocational programs non-traditional for their sex.

Recommended Readings

Sexual Harassment - Books

Sexual Harassment on the Job by Constance Backhouse and Leah Cohen (New Jersey: Prentice-Hall, 1981)

> An excellent, quite readable overview of the issue, provided through case studies, history, analysis of the problem, and action plans for management and unions.

Sexual Harassment of Working Women: A Case of Sex Discrimination by Catharine MacKinnon (New Haven: Yale University Press, 1978)

> A sophisticated legal and theoretical analysis of how sexual harassment limits women's potential for social equality.

Sexual Shakedown: The Sexual Harassment of Women on the Job by Lin Farley (New York: McGraw-Hill, 1978)

> An analysis of the origins of sexual harassment in the economic system and in women's subordinate status whithin society. Includes case histories.

Sexual Harassment - Studies

"Sexual Harassment in the Federal Workplace - Is It A Problem?" by the U.S. Merit Systems Protection Board, Office of Merit Systems Review and Studies (Washington, D.C.: U.S. Government Printing Office, 1981)

> A descriptive report of the findings of the random sample survey of 20,000 federal employees. Includes incidence data, portrayals of victims and harassers, and the emotional and economic impact of sexual harassment.

"Sex, Gender and Power: Sexual Harassment on a University Campus" by Donna Benson and Gregg Thomson (Berkeley: University of California, 1979)

> An analysis of the findings of a random sample survey distributed to female undergraduates. Discusses patterns of harassment and consequences for victims.

Sexual Harassment - Pamphlets

The following pamphlets were written by, and are available from the Alliance Against Sexual Coercion, P.O. Box 1, Cambridge, MA 02139. See 'Consultants and Organizations' section for further information.

Fighting Sexual Harassment: An Advocacy Handbook

Sexual Harassment and the Law

Sexual Harassment: An Annotated Bibliography

Title IX, University Grievance Procedures, and Sexual Harassment on Campus

Sexual Harassment - Articles

Numerous articles on sexual harassment appear in popular magazines and academic journals. The two listed below are of particular interest to administrators. Written by Mary Rowe, these articles emerge from her experience resolving sexual harassment complaints at the Massachusetts Institute of Technology.

"Dealing with Sexual Harassment," Harvard Business Review, Vol. 59, No. 3, May-June, 1981

"Case of the Valuable Vendors," Harvard Business Review, Vol. 56, No. 5, September-October, 1978

Violence Against Women

Battered Wives by Del Martin (New York: Pocket Books, 1977)

A comprehensive and readable look at battered women. Includes incidence, the dynamics of batterers and victims, institutional responses, and refuges.

In Defense of Ourselves--A Rape Prevention Handbook for Women by Linda Tschirhart and Ann Fetter (New York: Doubleday & Co., 1979)

A good, concise examination of cultural phenomena that promote women's victimization and unpreparedness for self-protection. Includes detailed descriptions and photographs of practical self-defense techniques, and a guide for using the book with different racial and age groups.

Sexual Assault: Confronting Rape in America by Nancy Gager and Cathleen Schurr (New York: Grosset & Dunlap, 1976)

A comprehensive look at the problem of rape in our society. Discusses female socialization, institutional responses to victims, profiles of rapists, and services for victims.

Women and Work

America's Working Women by Rosalyn Baxandall, Linda Gordon and Susan Reverby (New York: Random House, 1976)

> An extensive documentary history of working class women from 1600 to the present. Photographs, diaries, union records, letters, songs and statistics are all utilized to portray women's changing participation in the labor force.

Women's Work, Women's Health--Myths and Realities by Jeanne Mager Stellman (New York: Pantheon Books, 1977)

> An interesting examination of the double-edged history of protective labor laws which exclude(d) women because of childbearing capacity and assumptions about physical strength. Also reviews current health hazards in traditonal and non-traditional women's jobs, including stress.

Additional Related Readings

Blaming the Victim by William Ryan (New York: Random House, 1972)

> Classic articulation of the concept, "blaming the victim."

Check It Out: A Guide to Rights and Responsibilities for Massachusetts Students (Massachusetts Dissemination Project, Massachusetts Department of Education, 31 St. James Avenue, Boston, MA 02116)

> A guide to students' rights, what to do if they are violated, and related resources.

Student and Yough Organizing (Youth Liberation, P.O. Box 524, Brooklyn, NY 11215)

> Suggests ways to take action to improve schools--written by and for students.

Films and Videotapes

NOTE: None of these non-print resources have been previewed with youth audiences. Comments are based on adult viewing. No excellent film or videotape for high school students has been located. The teacher should preview any suggested here to decide whether they are appropriate for his or her students.

A Tale of O: On Being Different (Goodmeasure, Inc., Media Dept., 330 Broadway, Cambridge, MA 02139 (617) 492-2714)

An amusing depiction of what happens when one "O" joins a work group of "X's" who have never had an "O" in their group before. Highlights aspects of sex and race discrimination in non-threatening ways. Available as a slide tape or videotape. Expensive to rent or buy.

It's Not Your Imagination (Vancouver, B.C., Canada)

A good portrayal of ways in which the subtle forms of sexual harassment affect working women's lives. Presents older women as well as a younger woman with whom high school students could identify. All women are white. Includes a short history of women at work presented through the use of photographs from Canadian archives. Limited by its lack of drama--substantial segments consist of women talking in pairs or being interviewed.

9 to 5

A full length feature film starring Jane Fonda, Dolly Parton, and Lily Tomlin. Good at exposing the myth that an attractive woman always wants the sexual attention she may get from her boss, or that she uses it to get ahead. It also shows how sexual harassment affects the co-workers of the person harassed. Students may have seen this film already at the theater, or it may be aired on TV.

No More Fun and Games (Contact ABC for airing times or to secure a copy)

A feature length made-for-TV movie starring Valerie Harper. Shows the effects (albeit underestimated) of sexual harassment on a working woman and the actions she takes to fight it.

Preventing Sexual Harassment (BNA Communications, Inc., 9417 Decoverly Hall Road, Rockville, MD 20850 (301) 948-0540)

This film is designed for workplace management training programs, which limits its presentation of the issue and the audience for which it is appropriate. It might be useful for workshops with school staff. Expensive to rent or buy.

Acquaintance Rape Series (ODN Productions, available from National Center for the Prevention and Control of Rape, 5600 Fishers Lane Room 10 C03, Rockville, MD 20857 (301) 443-1910)

The Workplace Hustle (Clark Communications, 943 Howard Street, San Francisco, CA 94103 (415) 777-1668)

Similar to Preventing Sexual Harassment. (Preventing Sexual Harassment and The Workplace Hustle are included in this listing because they are well-advertised and teachers might wonder whether they would be appropriate for students.)

Related Curriculum Books and Catalogs

Changing Learning, Changing Lives: A High School Women's Studies Curriculum from The Group School by Barbara Gates, Susan Klaw, and Adria Steinberg (Old Westbury, The Feminist Press, 1979)

A 230-page curriculum including a variety of activities that cover many women's studies topics. Contains information on teaching techniques. Activities have been tested in classrooms with young people.

Project SCOPE publications (c/o Equity Unit, Division of Occupational Education, Massachusetts Department of Education, 31 St. James Avenue, Boston, MA 02116)

Together We Can--a guide to facilitating a support group for vocational students in shops non-traditional for the sex.

A Fair Shot/An Equal Chance--activities for use in support groups.

It's Not Funny; It's Illegal--a summary of laws that guarantee equal educational employment opportunities.

It's Up to You/Portraits--character sketches of students in non-traditional vocational education programs.

Resources for Sex Equity 1980-1981 Catalog (Education Development Center, 55 Chapel Street, Newton, MA 02160; toll free 800-225-3088 outside Massachusetts, 1-617-969-7100 in Massachusetts)

A listing of print and non-print resources developed through the Women's Educational Equity Act.

Women's Lives/Women's Work series (Old Westbury, The Feminist Press, 1979-1980)

A series of 12 books with accompanying curriculum guides. Focuses on various aspects of the topic "women and work," on sex-role socialization, on women and the law, and women working for social change, as well as other topics.

The Student Voice
ume One, Number Four
Boston Students Newsletter
1981

Sexual Harassment Workshop at B.H.S.S.C

by Sandra Hall

The Boston High School Student Coordinators (BHSSC) attended a workshop which dealt with sexual harassment. This workshop defined sexual harassment in its varied forms.

Now many adults would question why students should attend such a workshop, but I think that everyone who is female or male should know when they are being sexually harassed and what they can do about it. At this workshop we learned that the definition of sexual harassment goes from leering, to attempted rape and rape. All unwelcomed verbal comments, gestures or any physical contact is sexual harassment.

It is said that women invite sexual harassment by their behavior or by the way they dress but not so, in fact, harassment is an assertion of hostility and/or power expressed in a sexual manner. Sexual harassment is not the fault of the women or the men who are bothered. All kinds of people are sexually harassed regardless of their appearance, race, sex, marital status, occupation, or social-economic class.

Although there are many places where you can report such actions many people are afraid to complain. There are also many who take it as a joke but YOU DON'T HAVE TO TAKE IT!!!

This problem effects approximately 85 percent of the female workforce and also a large amount of female students in schools. Women who are being sexually harassed can bring suit under Title VII of the 1974 Civil Rights Act against their employers, or they can contact Alliance Against Sexual Coercion (AASC) in Cambridge.

The Alliance was formed to fight sexual harassment at the workplace. If you wish to contact anyone for further information about sexual harassment you may contact: Nan Stein, Equal Education Opportunity, Greater Boston Regional Education Center, Cambridge, Mass., 01583, Phone No. 547-7472. OR Pam Chamberlain, Boston Student Service Center, 31 St. James Ave., Boston, Mass. 02116 Phone No. 727-5757

APPENDIX B

An intake form will be useful to keep accurate records of school incidents relating to possible sexual harassment. In order to keep track of the status of an individual's case and to document the extent of the problem in your school, you may want to design a form similar to the one included below.

SAMPLE DOCUMENTATION FORM

Victim____________________ Case No.__________

H.R.____________________

Harasser____________________

H.R. (if applicable)__________

Date of Incident______________________________

Description of Incident______________________________

____

Impact on Victim______________________________

____

____

Follow-up______________________________

____

____

MASSACHUSETTS DEPARTMENT OF EDUCATION REGIONAL CENTERS

Central Mass. Regional Education Center
Beaman Street, Route 140
West Boylston, MA 01583
Telephone: (617) 835-6267

Greater Boston Regional Education Center
54 Rindge Avenue Ext.
Cambridge, MA 02140
Telephone: (617) 547-7472

Northeast Regional Education Center
219 North Street
North Reading, MA 01864
Telephone: (617) 664-5723

Southeast Regional Education Center
P.O. Box 29
Middleboro, MA 02346
(Lakeville State Hospital,
Lakeville, MA)
Telephone: (617) 947-3240

Springfield Regional Education Center
88 Massasoit Avenue
W. Springfield, MA 01089
Telephone: (413) 739-7271

Pittsfield Regional Education Center
188 South Street
Pittsfield, MA 01201
Telephone: (413) 499-0745